



## Standards and Quality Report 2024 - 2025

### **Tighnabruaich 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).

Tighnabruaich Primary School and ELC, is a remote rural setting serving the parish of Kilfinan, located in the south-west of the Cowal peninsula. The school community is guided by a clear and inclusive vision and set of values:

"Our school is a place where we learn to be happy and are happy to learn."

We will inspire a love of learning that lasts a lifetime and strive 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 an active part of our wider community, supporting it as it supports us.

We will be Ready, Respectful, and Safe.

Following a period of growth, the school roll has seen a slight decrease this session. In recent years, the school has welcomed Ukrainian families who have settled in the area following displacement caused by the ongoing conflict. The current roll stands at 75 pupils, with the following class structure:

P6/7 – 23 pupils

P5–7 – 22 pupils

P1–3 – 17 pupils

ELCC – 13 children

Since April 2025 the school has undergone some major staffing changes, brought about by the school's Headteacher taking a career break and two of its FTE permanent teachers going on maternity leave. With another class teacher also going on a career break from August 2025 the school will start the new academic year with an almost completely new teaching staff and leadership team.

The current staffing structure at Tighnabruaich Primary and ELC consists of an Acting Joint Head Teacher and an Acting Depute Head Teacher. Three recently appointed class teachers provide the core class teaching, with non-class contact time supported by a fourth part-time teacher. Across the school, four additional staff provide targeted support for children's learning and assist teachers within classrooms. The wider school team is further supported by a clerical assistant and a janitor/cleaner, ensuring the smooth day-to-day running of the school and nursery.

Within the Nursery, the team comprises four Childcare and Education Workers (CCEWs) and two Childcare Assistants (CA ELC). Within our ELC, we use early years theory and evidence-based approaches to help shape and inform our pedagogy. Staff have been directed to current research, national guidance, and reflective practice to help them create high-quality learning experiences that nurture curiosity, creativity, and wellbeing. These guiding principles will help support us to realise and sustain our shared vision for excellence and equity, ensuring that children are provided with a strong foundation for lifelong learning.

Kilfinan parish spans from Tighnabruaich on the West Kyle of the Kyles of Bute around to the eastern shores of Loch Fyne. The area has a significant proportion of retirement and holiday homes, which presents challenges for young families seeking affordable housing. Despite this, the school benefits from the support of a wide range of local businesses and organisations that help enrich learning experiences within the locality. The Parent Council also plays an active role in ensuring that children can access experiences which may otherwise be limited due to the school's rural and remote context.

# Review of SIP | Priority 1

## Silver OCTNE and Gold RRSA

Tighnabruaich Primary School has made notable progress in embedding nurturing, inclusive, and rights-based approaches across the school community. Achieving the Silver Our Children, Their Nurturing Education (OCTNE) award has had a significant impact on our school community. The process of working towards accreditation encouraged us to reflect deeply on our practice and prioritise nurturing approaches across the school and ELC. Staff now have a stronger shared understanding of the importance of wellbeing, relationships and inclusion in supporting children's readiness to learn.

As a result, learning is increasingly approached through the lens of nurture, with teachers embedding strategies that build resilience, emotional literacy, and a sense of belonging. This has contributed to calmer classrooms, stronger relationships between staff and pupils, and increased pupil engagement. Children feel their voices are listened to and valued, and they are beginning to show greater confidence in sharing ideas and taking responsibility for their own learning.

The award has also strengthened links with parents and carers, helping to ensure that the values of nurture and wellbeing are reinforced between home and school. Going forward, the focus will be on sustaining these improvements, extending consistent practice across all stages, and evaluating the impact of nurturing approaches on attainment and wider achievement.

Alongside this, the school continues its journey toward achieving the Gold Rights Respecting Schools Award (RRSA). Having secured Silver status, there is a clear and sustained commitment to realising children's rights within the school culture, curriculum, and decision-making processes. The school community demonstrates a shared understanding of the United Nations Convention on the Rights of the Child (UNCRC), and there is a visible rights-based ethos within classrooms, corridor displays, and whole-school events. Pupils are articulate about their rights and responsibilities and are increasingly confident in expressing their views and contributing to decision-making at both class and school level.

Pupil participation structures such as the Rights Respecting Schools Group and Eco Committee provide meaningful leadership opportunities, and children report feeling more empowered to make a difference within their school and wider community. The school continues to actively promote equity and inclusion, with a focus on recognising and addressing barriers that may prevent children from realising their rights. This is particularly relevant in the school's remote and rural context, where staff and the Parent Council work hard to ensure all learners have access to enrichment experiences and resources.

### Next Steps:

- The school and ELC are committed to embedding rights-based practice as a fundamental principle of child-centred pedagogy. All practitioners will consistently demonstrate and articulate the why, what and how of rights-based practice, with clear alignment to UNCRC Articles 12, 13, 28, 29 and 31. Evidence of this will be reflected in learning environments and professional practice that promote children's agency, ensuring progressive, developmentally appropriate opportunities for authentic participation.
- In the Early Learning and Childcare setting, securing rights-based practice this would mean ensuring that the voice of even the youngest children is central to all aspects of planning, pedagogy, and provision. Practitioners view children as capable and active participants in their own learning,

recognising that even very young children can make choices, express preferences, and influence their environment.

- Evidence of this in ELC would include; children's ideas and choices being documented in floor books, planning, and displays, showing their voices shape the curriculum.
- observations demonstrate children confidently making decisions, taking turns, and expressing their needs and interests.
- Families report that their children feel listened to, valued, and included in the ELC environment.
- Practitioners are able to evidence and articulate their decision-making through a rights-based lens.

## Review of SIP | Priority 2

### Improved Numeracy Transitions Between P7 and S1

#### Progress and Impact:

Analysis of attainment data highlighted that numeracy remains an area for improvement across the school, particularly at the upper stages. Standardised assessments and teacher professional judgement indicate that while most learners achieve expected levels by P7, confidence and fluency in applying numeracy skills in new or unfamiliar contexts are less secure for some. Cluster working with Dunoon Grammar and other feeder primaries led to the prioritisation of numeracy transitions as a key area for improvement.

This session, the Acting Head Teacher initiated closer collaboration with Dunoon Grammar School and associated primaries to strengthen continuity in numeracy learning. Structured cluster-level dialogue has begun, with a focus on aligning expectations in the Broad General Education (BGE). This has led to greater clarity on progression pathways and shared understanding of numeracy benchmarks across P7 and S1.

For P7 pupils, planned transition activities with a specific numeracy focus have been embedded as part of the cluster priority. These have included:

- Collaborative numeracy tasks between primary and secondary pupils.
- Exposure to secondary-style questions, familiarising learners with new formats and expectations.
- Joint moderation activities to ensure consistency in assessing and supporting numeracy skills.

Within school, targeted interventions funded through Pupil Equity Funding (PEF) have supported P6/7 learners at risk of underachievement. These have included small-group teaching, timetabled numeracy support blocks, and scaffolded problem-solving approaches, enabling more personalised provision.

Early evidence suggests that these measures are beginning to improve continuity and learner confidence:

- Cluster moderation exercises have demonstrated greater alignment in teacher judgement between P7 and S1 staff.
- Assessment data shows that in June 2025, 75% of P7 pupils achieved Second Level numeracy, compared with 62% in June 2024, narrowing the attainment gap with literacy.
- PEF-supported pupils show measurable gains in standardised assessment scores, with an average improvement of 8 scale points across the year.
- Teachers note improved engagement and resilience in numeracy sessions, reducing the risk of disengagement during transition.

#### Next Steps:

- Develop and implement a whole-school numeracy progression framework to ensure consistent and rigorous pathways, which include pace and challenge.
- Strengthen cluster-wide planning for transition, including a shared cluster progression framework and increased opportunities for moderation of numeracy across P7 and S1.
- Embed shared assessment tasks and approaches, including the use of rich tasks and numeracy benchmarks, to support consistent understanding of achievement of a level.

There has been a stronger focus this session on P7–S1 transitions in numeracy, we also continue to strengthen and refine our early level transitions between ELC and Primary 1. Staff recognise that ensuring pace and challenge at this stage is equally important to securing strong foundations for learning in literacy and numeracy.

Next session, dialogue between ELC practitioners and P1 teachers will focus on how adult-led learning experiences can be carefully planned to provide progression within literacy and numeracy. Opportunities within the CLPL catalogue will support staff to strengthen their understanding of how to build on children's prior learning, extend thinking through questioning, and ensure that challenge is developmentally appropriate.

The aim is to create greater continuity across early level, avoiding unnecessary repetition while maintaining breadth, playfulness, and child-centred approaches.

Staff acknowledge that moderation at early level requires a more robust, collaborative approach. Moderation will not only involve checking coverage of Experiences and Outcomes, but also exploring what “achievement of a level” looks like in practice across play-based, adult-led, and child-initiated contexts. Joint observations, shared professional dialogue, and scrutiny of children’s learning evidence will be used to build a more consistent picture of expectations. This approach will help ensure all children experience an appropriate balance of support and challenge as they transition from ELC into P1.

In order to achieve this staff will require to

- Engage with targeted CLPL on planning for progression in adult-led literacy and numeracy learning.
- Establish regular ELC–P1 dialogue to agree expectations around pace and challenge within early level.
- Develop a shared approach to moderation at early level, focusing on breadth, depth, and application across play and structured learning contexts.
- Track the impact of these actions on learner confidence and attainment during the ELC–P1 transition phase.

## Review of SIP | Priority 3

### Sharing Information about Learner Progress

#### Progress and Impact:

The school has made positive strides in sharing quality information about learning with children, families, and staff. The use of digital platforms such as Seesaw has enhanced communication and engagement between home and school, supporting continuity in learning within the community. Practitioners in both the primary and ELC settings regularly share learning updates, which parents value highly, fostering a partnership approach.

Information about learning and learner progress is shared with parents and carers with opportunities for them to visit classes to see learning in action. We continue to refine documentation to provide greater clarity on learning across the school and ELC with evidence progression over time. Children experience a wide range of engaging learning opportunities which are recorded and shared. Current approaches record outcomes for learners and we are continuing to develop our approaches to capture more of the processes of learning, children's thinking, and educator actions which secure progress within the ELC.

#### Next Steps:

- Establish a clear, consistent framework for sharing learning across all stages, including regular timelines for updates and reporting.
- Develop a shared whole-school and ELC approach to documenting learning that makes children's thinking and progress visible, reflecting the design principles of Curriculum for Excellence.
- Ensure all educators gather a balanced range of evidence which shows progress over time in literacy, numeracy, health and wellbeing, and across the wider curriculum.
- Engage in moderation activities at early level (ELC–P1) and across stages to strengthen professional confidence in making judgements about progress.
- Build opportunities for learners to engage with and reflect on their own learning processes through child-friendly tools (e.g. learning conversations, floorbooks, visual progress trackers).
- Gather regular feedback from families to adapt communication methods to meet their evolving needs and preferences.
- In the ELC, discussions also highlighted the need to further enhance our approaches to moderation at early level and for planning adult-led learning in ways that ensure appropriate pace and challenge. By strengthening approaches to documenting and sharing learning, the school will support greater continuity across transitions, enhance professional judgement, and ensure all learners are able to demonstrate and understand the progress they are making.
- By May 2026 the impact of successfully implementing the next steps will be that all educators will have secured an appropriate range of documentation and assessment evidence which successfully reflects the actions taken to support children's progress over time in addition staff will be increasingly confident in using evidence to identify when children require greater challenge or support, ensuring an appropriate pace of progress for all.
- Children will be engaged in developmentally appropriate ways to understand how they are learning and the progress they are making, strengthening learner agency and learning environments across school and ELC will consistently reflect opportunities for children to apply new skills in different contexts, making their learning more meaningful and visible.

## Review of SIP | ELC Priority

### Strengthening Quality and Consistency of Practice

#### Progress and Impact:

Following the recommendations from the Care Inspectorate visit, the setting has prioritised embedding greater consistency in practice while ensuring full compliance with national expectations. Regulatory requirements have now been addressed, and the focus has shifted towards securing high-quality, reflective practice which demonstrably impacts positively on outcomes for children.

As a result, children are showing higher levels of engagement and ownership in their learning. They are increasingly involved in co-constructing play experiences, with observable gains in motivation, creativity, and sustained attention. The more consistent application of nurturing approaches has enhanced children's sense of safety and security, contributing to a reduction in episodes of dysregulation and supporting emotional wellbeing.

Targeted, intentional adult interactions are having a positive impact on children's early literacy and numeracy progress. Story-led play, counting games, and purposeful mark-making activities are enabling children to apply and extend their skills in meaningful contexts. Staff are also demonstrating greater skill in recognising and responding to individual needs, with adaptations such as sensory supports and visual cues now more routinely embedded in daily practice. This has improved both access and inclusion.

The introduction of 'Special Moments' books and new floor books provides tangible evidence of progress. These tools now demonstrate clearer links between observations, identified next steps, and subsequent learning opportunities, showing more coherence in planning for progression. In addition, care plan reviews and GIRFme documentation — consistently completed with parental and child input — provide further evidence of responsive, child-centred planning.

Parents report (through informal feedback) a stronger sense of partnership, greater confidence in the quality of support provided, and improved understanding of how their child's learning is being nurtured.

Finally, environment walks and peer observations highlight greater consistency across the team in the quality of interactions, with practice increasingly aligned to Realising the Ambition and the school's nurturing, rights-based ethos.

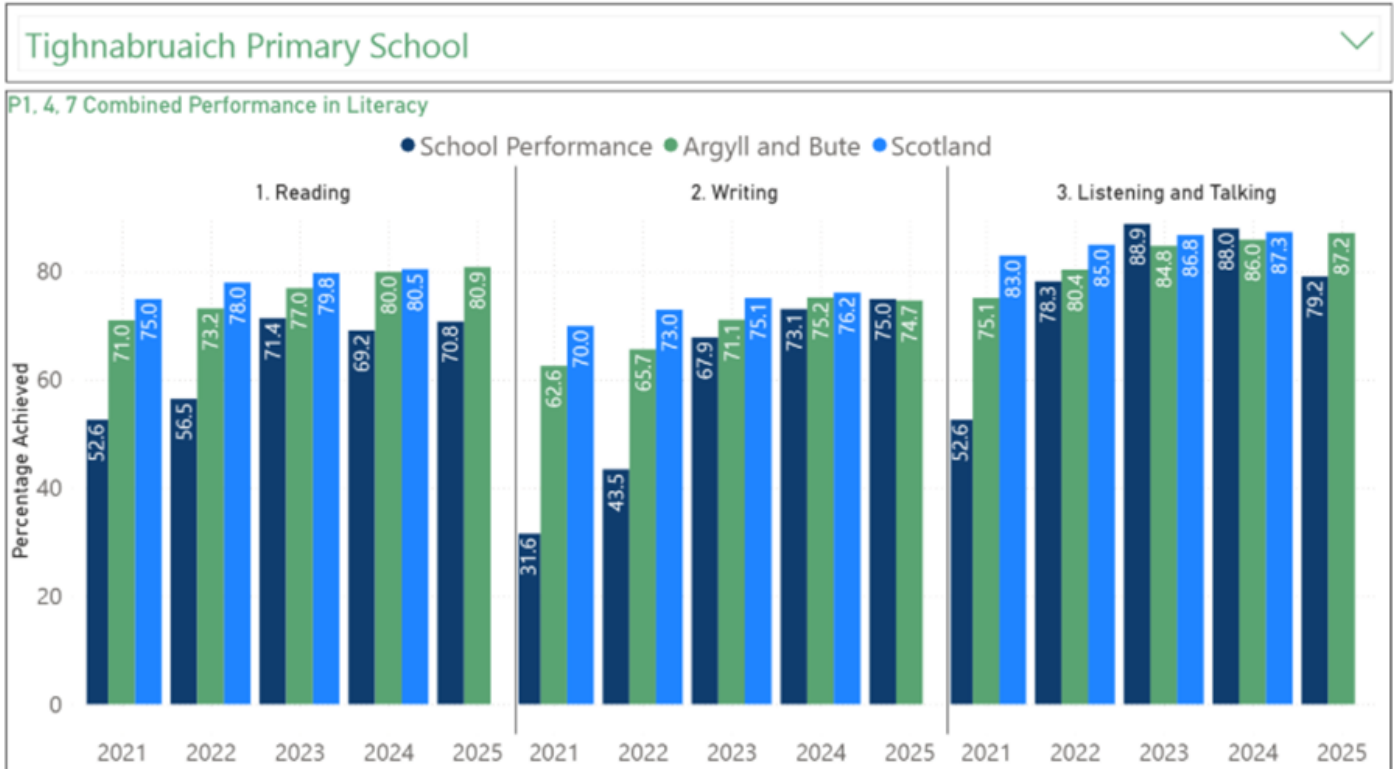
#### Next Steps:

- Consolidate and embed high-quality documentation of learning, ensuring children's progress over time is consistently visible and used to inform next steps.
- Develop moderation approaches at early level (ELC–P1) to ensure shared expectations of progress in literacy and numeracy.
- Continue to build staff confidence in observing and extending play to ensure experiences provide appropriate pace and challenge.
- Strengthen approaches to capturing and responding to children's voices to ensure planning more consistently reflects their interests and curiosities.

# 1.1 Attainment Data

Attainment of Literacy Curriculum for Excellence levels 2020/21, 2021/22, 2022/23, 2023/24 and 2024-2025 (teacher judgement – confirmed levels – 5 year trend).

And Tighnabruaich:



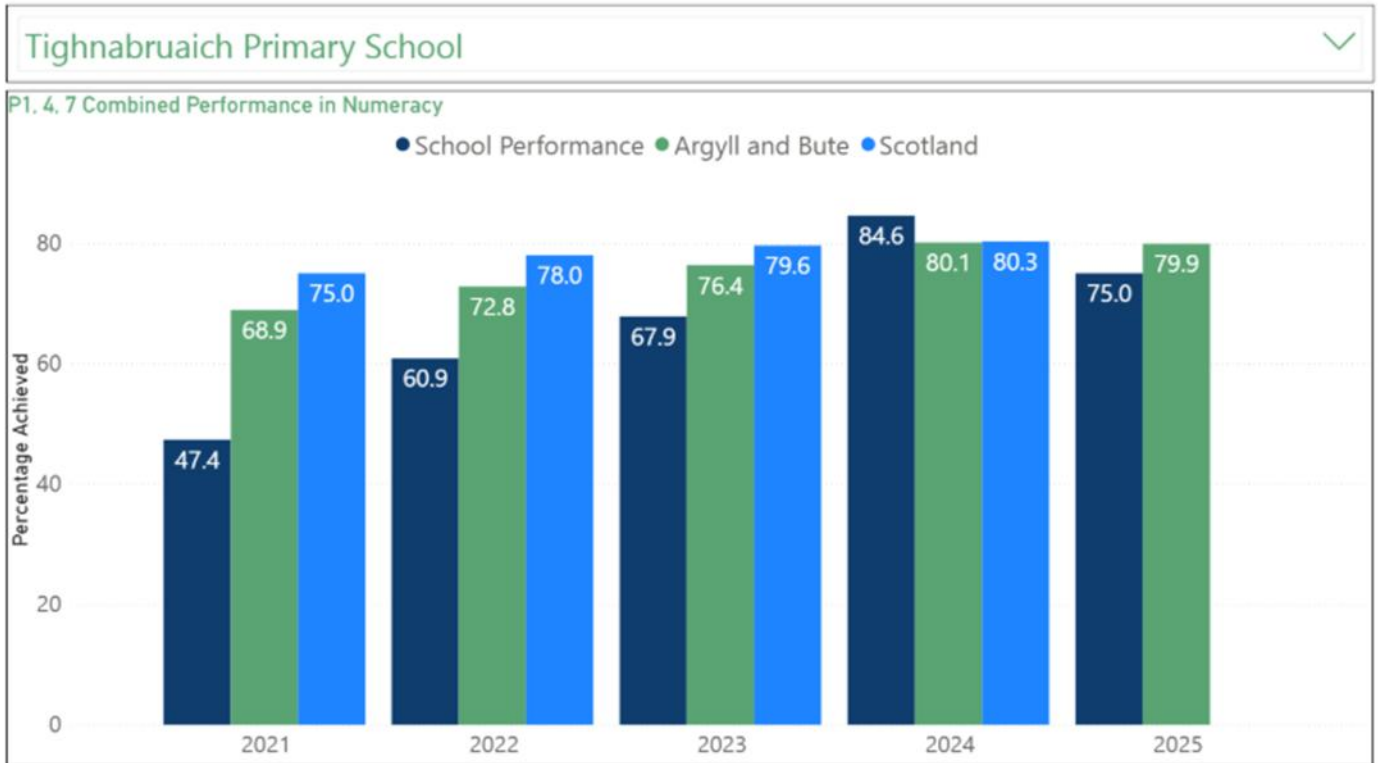
Please Note:

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.

## 1.2 Attainment Data

Attainment of Numeracy Curriculum for Excellence levels 2020/21, 2021/22, 2022/23, 2023/24 and 2024-2025 (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?

### Rights-Based and Nurturing Practice

This year, the school achieved the Gold Rights Respecting School Award (RRSA), reflecting a sustained and whole-school commitment to embedding children's rights in practice. The process of working towards Gold has had a measurable impact on learners' confidence and voice. Children can now articulate their rights more clearly and are increasingly applying this knowledge to challenge unfairness and advocate for themselves and others. Staff report that children are more engaged in class decision-making and demonstrate greater responsibility in shaping the learning environment.

The school has also maintained its Silver OCTNE accreditation, with notable developments in nurture spaces and an increased consistency in staff application of nurturing principles. This has directly contributed to improvements in pupils' wellbeing, with learners commenting that they feel "listened to" and "safe." Reduced incidents of low-level disruption and a more positive school climate provide further evidence of the impact of nurture-informed approaches.

Children played a key role in reviewing the school charter and leading awareness-raising campaigns around rights and wellbeing. This has built leadership capacity across the school, with pupils taking on responsibilities in assemblies, buddying younger peers, and contributing to decision-making groups.

To ensure participation is equitable, the school uses Wellbeing indicators (SHANARRI surveys) and pupil focus groups, which provide qualitative evidence of how children experience their rights and participation. Where participation gaps are identified — for example, learners who are quieter, less confident, or with additional needs — staff plan targeted opportunities. This includes buddying systems, smaller group forums to build confidence, and encouraging children to contribute in contexts that feel safe and meaningful (e.g. class charters, small-group decision-making, creative projects).

As a result, children are increasingly experiencing a culture where participation is both visible and valued, with systems in place to ensure no child is overlooked.

### Outdoor Learning and Community Engagement

The school has strengthened its Forest School provision, with regular use of local woodland areas to enhance learning across the curriculum. This approach has had a significant impact on learners' resilience, teamwork, and problem-solving skills, as well as their physical and emotional wellbeing. Children demonstrate increased confidence in managing risk, applying numeracy and literacy skills in outdoor contexts, and showing respect for their natural environment. Evidence of impact is gathered through learning observations and photographic documentation, which highlight children's ability to transfer classroom learning to real-life situations outdoors.

The school has also hosted community events such as local heritage walks, beach cleans, and intergenerational garden projects, which have strengthened the culture of partnership and community connectedness. These experiences have developed learners' sense of identity and belonging, while also providing meaningful opportunities to contribute to their community. Feedback from pupils indicates pride in taking part in projects that "make a difference," while parental and community feedback highlights the positive reputation of the school as an active and outward-looking partner.

Continued engagement with local businesses and organisations (e.g. RNLI, community trust) has further enriched the curriculum by giving children access to real-life contexts for learning. For example, safety workshops with the RNLI have deepened children's understanding of coastal responsibility, while work with the community trust has enhanced enterprise and sustainability learning. The impact of these partnerships is evident in learners' increased ability to apply knowledge to new contexts, demonstrate social responsibility, and connect their learning to future skills and careers.

Staff monitor engagement, ensuring all learners are represented and actively included. Children's feedback (verbal reflections and pupil council discussions) provides a further source of evidence on the personal impact of these experiences.

Where children are less confident in outdoor or community contexts, targeted support (e.g. smaller group activities, differentiated roles in projects, buddy systems) ensures all learners can access and benefit from these opportunities. This has helped to build confidence and resilience for children who may otherwise disengage.

Through these approaches, the school is embedding a culture where outdoor and community learning are central to the curriculum, fostering a strong sense of agency, belonging, and responsibility among learners.

### **Creativity and Performance**

Pupils have showcased their learning and creativity through seasonal performances, including a winter production and the end-of-year leavers' assembly. These events provided opportunities for children to develop confidence, teamwork, and performance skills, while also strengthening the school's partnership with families and the wider community. Feedback from parents, carers, and the community was overwhelmingly positive, with many commenting on the children's growing assurance in speaking, performing, and working collaboratively on stage.

Participation in Argyll and Bute's Create and Sing project further enriched children's experiences of the arts, helping them to explore expression through music and drama in ways that supported their wellbeing, creativity, and self-esteem. Teachers observed improved participation from children who can sometimes be quieter in class, with some demonstrating greater willingness to take risks in their learning.

Systems are in place to track and monitor participation, including pupil voice activities, class teacher observations, and logs of extracurricular and enrichment opportunities. These ensure that all pupils have equitable opportunities to engage in the arts, while also highlighting where additional encouragement or support may be needed to increase participation. Staff are mindful of ensuring that every pupil, regardless of confidence level or additional needs, has an active role within performances and projects. Where gaps are identified, targeted encouragement, adapted roles, and nurture support strategies are put in place to build children's confidence to take part fully.

### **Global Citizenship and Inclusion**

#### **Promoting Inclusion and Community Engagement**

The school has welcomed and supported Ukrainian families into the school community, with staff and pupils working together to promote inclusion, belonging, and peer support. This has resulted in new families feeling valued and respected, with positive feedback highlighting the caring and welcoming ethos of Tighnabruaich. Pupils have demonstrated empathy and kindness, building friendships across language and cultural differences, which has enhanced their social awareness and sense of global citizenship. Staff observations and pupil voice activities indicate that this has strengthened children's understanding of diversity and inclusion within their daily learning experiences.

Pupils have also actively engaged in a range of charity and fundraising initiatives, including Red Nose Day, Children in Need, local food bank drives, and a community walk for the Air Ambulance. These opportunities have allowed learners to connect their values with real-life action, developing confidence, resilience, and a sense of responsibility towards others. Pupils spoke proudly about their contributions and demonstrated a clear understanding of how their efforts make a difference, locally and nationally.

Systems are in place to track participation in community and fundraising initiatives, ensuring opportunities are inclusive and accessible to all. Teachers monitor involvement through class records and pupil council feedback, helping to identify where additional encouragement may be needed to ensure equity of participation. Where gaps are identified, children are supported to contribute in a way that reflects their strengths and interests—for example, through leadership roles, creative contributions, or behind-the-scenes support.

### Out of school achievements

**Current practice:** Out-of-school achievements (e.g. sporting success, music, dance, Scouts, fundraising) are celebrated in assemblies, newsletters, and at 'Clan Gatherings'. Children often bring in certificates/trophies which are recognised publicly, reinforcing confidence and self-esteem.

**Impact:** This recognition helps pupils feel valued as individuals and motivates them to share their talents. It also models aspiration and resilience for peers.

**Next step:** Move towards systematically recording these achievements (e.g. class logs, digital portfolios, house point tracking) so that they contribute to the wider profile of the learner's progress, not just as a one-off celebration.

Targeted for opportunities. How would you identify and target?

**Current position:** Opportunities (e.g. Pupil Council, Eco Group, Nurture, Communication and Community groups, performances and Forest Schools leadership) are generally open to all. Staff consciously encourage quieter or less confident children to participate, but there is not yet a formal system to track who is repeatedly involved or who is missing out.

**Impact:** Children who may otherwise remain less visible are beginning to step forward when given encouragement (e.g. Ukrainian pupils engaging in performances, or less confident children supported into small leadership roles).

**Next step:** Develop a simple tracking overview of participation in wider school life. This would allow staff to spot gaps (e.g. ASN learners, quieter pupils, those not involved in clubs/performances) and target encouragement and support for equity of opportunity.

### Tracking the development of skills over time

**Current practice:** Jotter monitoring, moderation activities, and "special moments/floor books" in ELC give snapshots of skill development. Staff also use assessment trackers for literacy/numeracy. Wider achievement (e.g. leadership, collaboration, creativity) is less systematically tracked.

**Next step:** Strengthen the use of progression frameworks and digital learner profiles to evidence not just attainment but also skills for learning, life and work (communication, teamwork, resilience). This would help staff demonstrate progress over time in a more measurable and consistent way.

## Engaging children's wider interests and achievements to support building the curriculum

Current practice: The school already uses pupils' interests to shape learning (e.g. Forest Schools projects, heritage walks, beach cleans, RNLI links, weather topics in class). Children's ideas also feed into planning through pupil choice. Achievements from home are celebrated and sometimes linked into classroom learning (e.g. children who play instruments performing in assemblies).

**Impact:** This approach increases motivation and helps children see relevance and connections between their learning in and out of school. It also fosters confidence and pride.

**Next step:** Evidence this more explicit by:

- Recording "pupil voice" in planning documentation.
- Linking house group projects and community work to specific CfE Experiences and Outcomes.
- Gathering parental feedback on how children's wider interests are being recognised.

# Pupil Equity Funding

## Summarise progress and next steps in relation to pupil equity funding

### Progress and Impact:

Pupil Equity Funding was allocated to support children with identified barriers to learning, primarily linked to attendance, wellbeing, and attainment in literacy and numeracy. Funding primarily used to pay for a Pupil Support Assistant

Interventions were targeted at four children with the lowest attendance:

Child 1: Supported through home–school packs and regular PSA liaison. Literacy and numeracy progress maintained despite prolonged medical absence. Attendance remained at 78% due to health, but engagement with home learning provided evidence of continuity.

Child 2: PSA support improved peer relationships and confidence in playground interactions. XBRA level in October was EX, indicating progress despite low attendance (64%). Attendance did not reach target but child demonstrated greater resilience when in school.

Child 3: Following bereavement and health issues, part-time attendance continued (68%). Child's plan and PSA support ensured continuity of learning, with progress noted in reading (XBRA 1R, up from emerging level). Engagement increased during part-day sessions.

Child 4: Daily one-to-one support from PSA created a safe, nurturing space. This led to improved emotional regulation and readiness to learn. Despite family challenges, the child maintained engagement in literacy and numeracy and benefited socially from structured PSA support.

### Overall Impact:

Attendance targets of >90% were not achieved, largely due to complex health and social circumstances outside school control.

However, all four children demonstrated improved engagement, resilience, and progress in aspects of literacy/numeracy or wellbeing, supported by evidence from XBRA levels, class teacher observations, and parental feedback.

PSA was critical in strengthening family–school relationships, ensuring children felt safe, supported, and able to participate in learning.

### Next Steps

Secure sustainable funding to maintain PSA support, given the clear evidence of impact on wellbeing, engagement, and learning continuity.

Improve monitoring of PEF impact by collecting baseline and follow-up data (attendance, attainment, wellbeing measures) to provide clearer evidence of progress over time.

Strengthen use of child and parent voice to evaluate the impact of interventions.

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6) *
<p><b>1.1 Self-Evaluation for Self-improvement</b></p>	<ul style="list-style-type: none"> <li>While progress has been made, self-evaluation practices remain inconsistent. Quality assurance and monitoring approaches, such as jotter sampling, learning visits, and planning scrutiny, are in place but not yet systematic or rigorous enough to provide robust evidence of impact.</li> <li>Engagement with cluster moderation has begun to support consistency in numeracy, but there is scope for further alignment of standards, particularly across the early level (ELC–P1).</li> <li>Staff are gaining in confidence in identifying gaps in learning (e.g. numeracy fluency at transition points) and in adapting practice in response to evaluation.</li> <li>Rights-based approaches (RRSA Gold) and OCTNE nurture accreditation have increased pupil voice in self-evaluation. Children are beginning to articulate how they learn, and their feedback has shaped the school charter and outdoor learning initiatives.</li> <li>The Parent Forum has contributed to decisions about school environment development and has supported fundraising/community partnerships, helping align family engagement with school priorities.</li> </ul>	<ul style="list-style-type: none"> <li>Care Inspectorate report confirming compliance and progress in embedding consistent ELC practice.</li> <li>Leadership audit highlighting the need for more robust QA systems.</li> <li>Staff minutes showing collaborative discussions linked to SIP priorities.</li> <li>ELC Floor books and children’s plans showing learner voice.</li> <li>Parent Forum consultations recorded in minutes and subsequent changes in outdoor learning development.</li> <li>Cluster moderation records in numeracy.</li> </ul>	<p>3</p>

