



Standards and Quality Report 2023 - 2024

Name of school/ELC

Arrochar Primary School And Early Learning And Childcare Centre

Context of the school

Our Local Context of the School and the ELC

Arrochar Primary School is a mainstream, non-denomination school, catering for children from Primary 1-7, with an Early Learning and Childcare for children who have reached their third birthday. Arrochar Primary School serves the communities of Arrochar, Succoth, Ardlui and Tarbet. The school is set on the north western shores of Loch Lomond overlooking Ben Lomond within Loch Lomond and the Trossachs National Park. Our setting and local context is reflected and embedded within our curriculum.

The school building dates back to 1767 and has undergone extensive alternations throughout the years.

Our current environment includes: Three classroom learning areas, a nurture room, break out learning spaces, a library, offices and a main hall.

There is also a separate dining hall where all meals are prepared freshly on site by our catering team.

Our ELC adjoins the main building and has its own separate secure entrance. Our ELC can also be accessed through a secure connected door in the hall. This allows for increased transitions to and from the school.

The ELC indoor and outdoor environment has been recently regenerated to provide enhanced opportunities for free flow outdoor learning and play.

Our extensive school grounds provides opportunities for all children to experience high quality outdoor learning and play.

This includes: Our wooded dens with ropes swings, trees and an outdoor classroom.

Gardens and poly tunnel where pupils can participate in gardening. A large wooden pirate ship play structure. Traverse climbing wall around the outside of the building.

Concreted area with goals and nets for the use of playground toys, bikes, scooters and the delivery of physical education.

The Current School roll is 41 and the ELC is 9.

Current Class composition is 3 classes, a primary 1-3, a primary 4-5 and a primary 6-7

Staffing structure presently is Head Teacher, Principal Teacher/P6/7 teacher, Primary 1-3 teacher, Primary 4-5 teacher.

We have the full time equivalent of 2 early years practitioners. There are currently 4 support staff which support the school and the ELC.

Arrochar is classed as a rural school and ELC, currently no children reside in SIMD 1 or 2.

Almost all of our families reside in SIMD 4 and 5

Presently the school has 7% of children registered for free school meal entitlement.

18 pupils have identified support needs within the school and 2 within the ELC.

There have been several changes of leadership over the last 2 years. There have been 3 acting head teachers in post. A new Head Teacher was appointed at the end of January 2024.

Arrochar Primary is a Silver Award Winning Rights Respecting School and has achieved Green Flag Status.

The school and ELC was recently inspected in January 2024 and achieved very good under the quality indicators 2.3 Learning, teaching and assessment and 3.2 Raising attainment and achievement. The report also highlighted that there were no identified areas for development in 2.1 Safeguarding and child protection.

Vision, Values and Aims

We aim to provide a safe, positive, nurturing environment where everyone has the opportunity to flourish.

Friendships

Respect is one of our values, inclusion is important to us and we encourage new friendships through clubs, sports and committees, these are run throughout the year and involves all pupils.

Caring

We are a friendly school, we take care of our wonderful environment around our school and ELC.

Responsible

There are lots of opportunities to be responsible, empowering our pupils is important.

Nurturing

Our nurturing ethos ensures that pupils are cared for and valued.

Outdoor Learning

We make use of our fabulous grounds and local environments by taking our learning outdoors, this supports our wellbeing.

We have lots of opportunities to experience challenge, in the classroom, outdoors, through competitions and projects.

Curriculum Rationale**What does learning look like in Arrochar?**

Focus – You will have clear targets for learning and know how you can be successful.

Active – You will be active in your learning, working both individual and collaboratively.

Nurturing Ethos – You will be respected and challenged in your learning, supported by staff and you will not be afraid to make mistakes.

Empowering our pupils – You will be involved in the planning of your learning and the life of the school.

Feedback – You will be given feedback on your learning and you will be clear on your next steps.

Learner Outcomes

Confident Individuals, Responsible Citizens, Successful Learners, Effective Contributors,
Literacy, Numeracy, Health and Wellbeing, Skills for Learning, Life and Work.

Our School and ELC Motto:

Our school and ELC Motto is : **Dream it, Believe it, Do it!**

Our Pupil Values are RICHER

Responsible

Included

Confident

Honest

Enthusiastic

Respected

Review of SIP | Priority 1

Improve data literacy of staff.

Raising Attainment in Writing

Progress and Impact:

All staff have engaged in professional learning to enhance their knowledge of the quantitative and qualitative data at school and class level. At the beginning of each session a range of assessments in literacy and numeracy are used to establish a baseline to plan next steps and interventions for each child.

Progress and impact is tracked across the year and is reviewed at inset days, collegiate meetings and termly professional dialogue meetings. Staff views indicate that this has led to a deeper understanding of how to use data to plan next steps in learning and teaching for all pupils.

This has also led to the establishment of an effective new tracking and monitoring system for all pupils across the ELC and the school. This allows us to capture and track a range of information including attainment information on literacy, numeracy and other curricular areas. In addition wellbeing information recorded which allows us to track any other factors that may affect attainment or achievement in order to provide support which will meet the needs and interests of every child.

Wider achievement is celebrated in a range of ways -(see wider achievement section)

In Primary 4-7 Individual pupil skills are tracked in pupil diaries, these are reviewed in school and at home. This session meta skills were also introduced. There is a weekly focus which is reviewed at the end of the week. Pupil voice recorded in diaries indicates that all children can reflect and explain how they have developed their skills.

All staff are involved in the staged intervention process throughout the ELC and school. Including planning and reviewing targeted interventions for identified children. This has resulted in improved attainment in literacy, numeracy and improved wellbeing outcomes for almost all children.

The staged intervention planning process has been reviewed by the senior leadership team to ensure that all relevant data is included in individual plans and that time is allocated through the collegiate calendar to review impact and plan next steps including the allocation of support staff and interventions.

All support staff have a good knowledge of the targeted interventions in place for each child. They work in partnership with the teaching staff to use data to review progress and plan next steps for each child.

This has resulted in almost all children who are currently on targeted intervention achieving the targets in their support plans.

All teaching staff participated in collaborative learning with partnership schools in the HALCO cluster to plan and deliver high quality assessments in writing. This led to transformation change in practice in class which has led to improved engagement and attainment. Children are achieving their short term targets on a more regular basis.

All children are active participants in school committees including eco, sport, children rights and playground. All pupils are active participants in school clubs which they choose to join.

This allows each child to lead their own learning and develop the 4 capacities in a range of ways across different contexts.

The learning environments were regenerated to introduce a new library and reading buddies to which has led more children reading for enjoyment and participating in leadership roles.

Children are actively involved in planning their learning, pupil voice is recorded in planners and is reviewed at the end of each term. Enquiry based learning was extended this session to include wider opportunities across the curriculum to take into account children's interests and skills development.

All children receive high quality effective feedback from staff and peers, both orally and in writing.

There are clear learning intentions and success criteria which enable children to have a clear understating of what they need to do improve their writing.

This also enables them to extend and challenge their writing skills across the curriculum,.

All teaching staff regularly engage with the moderation cycle. The Principal Teacher who is a qualified QUAMSO quality assures the process and supports staff to engage with the process effectively to ensure that there is a shared standard across the school.

All teaching staff have participated in professional learning sessions on a new pedagogical approach in the teaching of writing.

This has led to an increase in high quality writing lessons across the week.

Feedback from staff and pupils has been extremely positive. This had led to improved writing experiences for all children and has had a positive impact on attainment.

Next Steps:

All staff will continue to develop their knowledge and understanding of interpretation data to plan nest steps in learning.

All staff will engage in the new staged intervention process. Staged intervention plans will move on to the SEEMIS system.

New writing criteria to be completed and implemented.

Moderation sessions on literacy both in school and across establishments will take place as part of the HALCO collaborative improvement plan.

Wider achievements to be included in more detail on the tracking system in both the school and the ELC.

Review of SIP | Priority 2

Further Develop approaches to pupil participation and pupil voice in order to shape their learning experiences.

Progress and Impact:

All children are active participants in school committees including eco, sport, children rights, playground and road safety.

All pupils are active participants in school clubs in which they choose the club and what activity they wish to do every fortnight.

This allows each child to develop their skills and attributes and develop the 4 capacities in a range of ways, across different contexts.

This has also led to increased motivation and enjoyment and improved learning experiences.

The learning environments were regenerated to include a new library and nurture room which allows children to learn, relax and play in a range of high quality environments.

Reading buddies were established in the school to support peer learning across the school and the ELC. This has led to an increase in the number of children reading for enjoyment and participating in leadership roles.

Most teaching staff participated in visits to other establishments to develop their knowledge and understanding of enquiry based learning. This has led to further embedding enquiry based practice within the classroom which has increased engagement by including children's own interests and making connections across the curriculum.

All of the children are actively involved in making decisions about their learning which has led to improved learning experiences and engagement.

All of the children were consulted when purchasing new play resources for indoors and outdoors. They chose a range of resources which met their individual needs and interests. This has led to improved playground experiences, fun and enjoyment.

All of our pupils are happy, confident individuals.

The attendance rates across the school are high with almost all children above 90% attendance. There are currently no exclusions in Arrochar Primary school and ELC.

Next Steps:

Our tracking systems will be updated to include wider achievement and skills development in more detail.

All children will be involved in having their say when refreshing out curriculum design, including our IDL provision.

The pupil house council will be given opportunities to engage with How Good is OUR school to continue to lead pupil voice and participation.

The ELC will provide more opportunities for all children to develop their leadership skills.

Meta skills have started to be implemented throughout the school, this will continue to be reviewed with more focus on individual skills development.

Review of SIP | Priority 3 Raising Attainment in Writing

Progress and Impact:

All staff participated in professional learning in new pedagogical approaches to learning and teaching in writing. The writing curriculum was refreshed and more frequent high quality lessons were delivered across the week.

All staff have a good understanding of the range of interventions that are used to support writing. Our XBRA data indicates that almost all children achieved their writing targets throughout the school.

All staff use data well to plan the next steps in learning, pupil dialogue and written evidence indicate that all children are aware of their current level and their next steps.

As part of quality assurance procedures writing assessments are tracked termly, teachers use this information to plan pupil's next steps and targets. This has had the following impact:

Our ACEL data for 2023/24

In Primary 1 All children have made expected progress in writing.

In primary 4 Most children have achieved their expected level in writing

In Primary 7 All children have achieved their expected level in writing.

All staff make effective use of a range of high quality assessments, including peer, self and adult assessment.

Effective feedback is given both orally and written, learning intentions and success criteria are clear.

This enables all children to understand and plan their next steps in how to improve their writing.

All staff collaborated with partner HALCO schools to plan and deliver a lesson with high quality assessments in writing. This led to improved engagement and enjoyment for almost all pupils.

Next Steps:

The writing planning process will be reviewed and new digital planners will be implemented.

The writing criterion scale will continue to be adapted to ensure that they are aligned with the national benchmarks to support teacher judgement.

All teachers will continue to engage with high quality moderation, collaborating with colleagues across the HALCO cluster as part of collaborative improvement.

Review of SIP | Priority ELC

Progress and Impact:

Practitioners engaged in various self-evaluation activities and professional reading on local and national priorities which led to improvements in policy within the ELC.

Practitioners worked in partnership with the local authority and the children to create risk assessments. This has enabled children to engage in high quality learning experiences in a safe environment.

Practitioners looked out wards at good practice at a local ELC to support the regeneration of the learning environments. This supported them to build on their knowledge of the importance of the environment being the third educator to completely transform the various learning environments.

High quality learning spaces were created that promote independence, curiosity, creativity for all children. All children enjoy opportunities to play, relax and develop their skills and attributes across various contexts that meet their individual needs and interests.

Practitioners participated in a nationally led professional enquiry project on play pedagogy which led to improved high quality learning environments, resources and play experiences.

All staff and children were actively involved in designing the outdoor environment which has allowed for more opportunities for children to participate in free flow indoor and outdoor play.

Staff know the children very well as individuals. They use children's interests and developmental needs as the starting point for planning learning. Staffs planning is responsive and takes very good account of the local context. HMIE findings January 2024.

Next Steps:

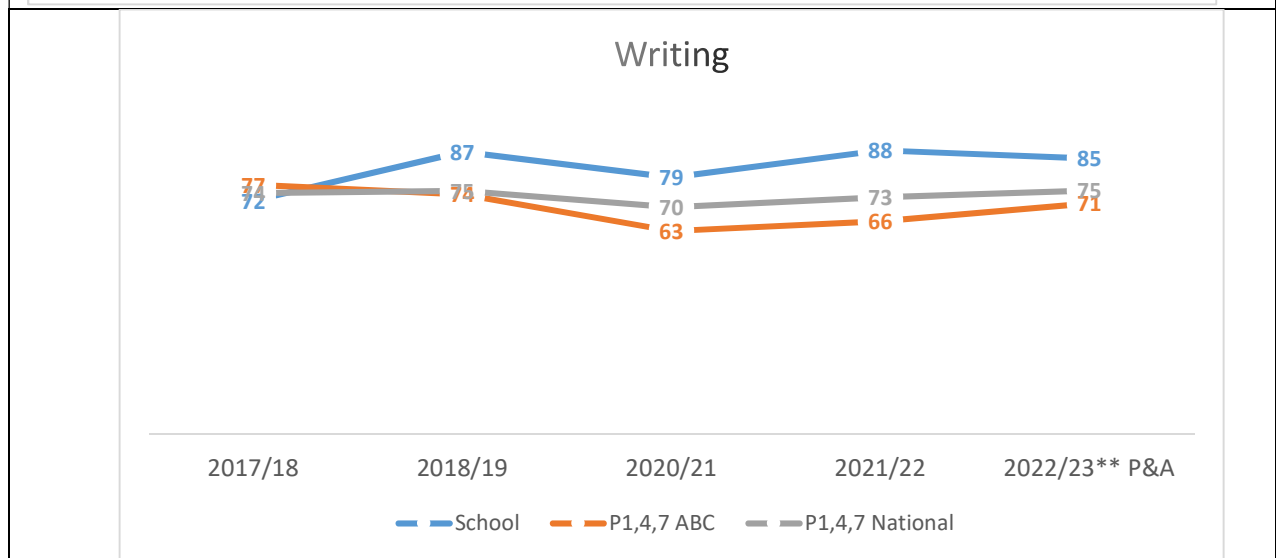
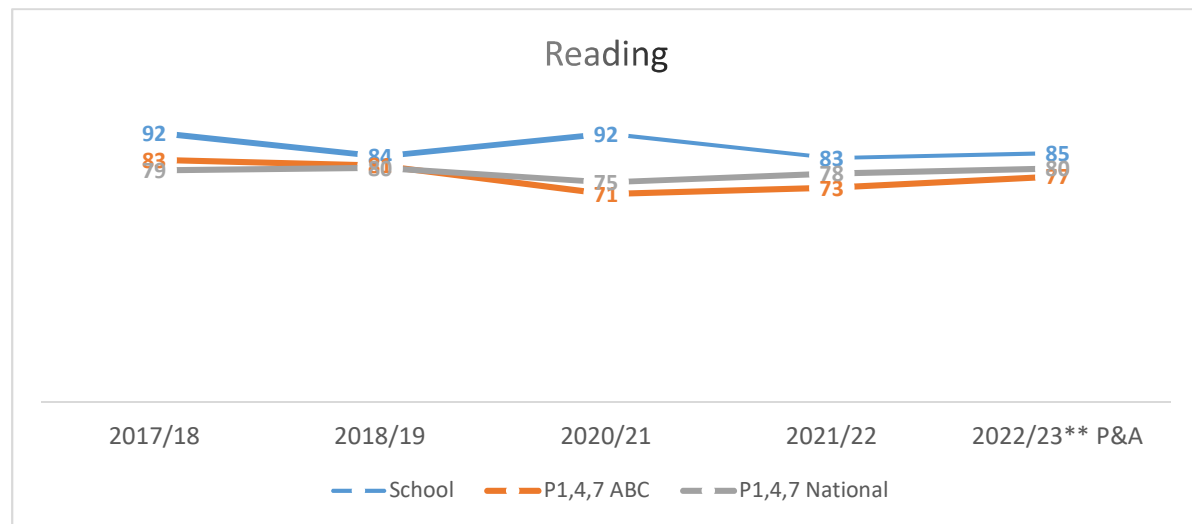
All practitioners will continue to engage with high quality professional learning and enquiry.

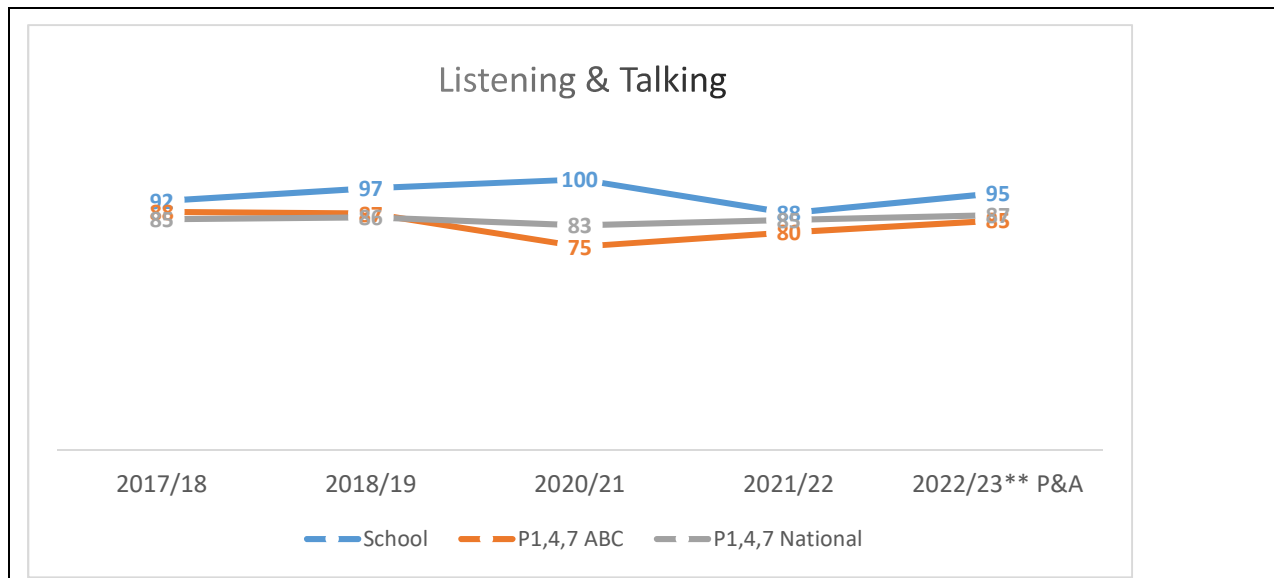
All practitioners will continue to engage with national and local policies to improve the curriculum and learners experiences.

The learning environment will continue to be regenerated to provide more opportunities for wellbeing, literacy and numeracy experiences.

1.1 Attainment Data

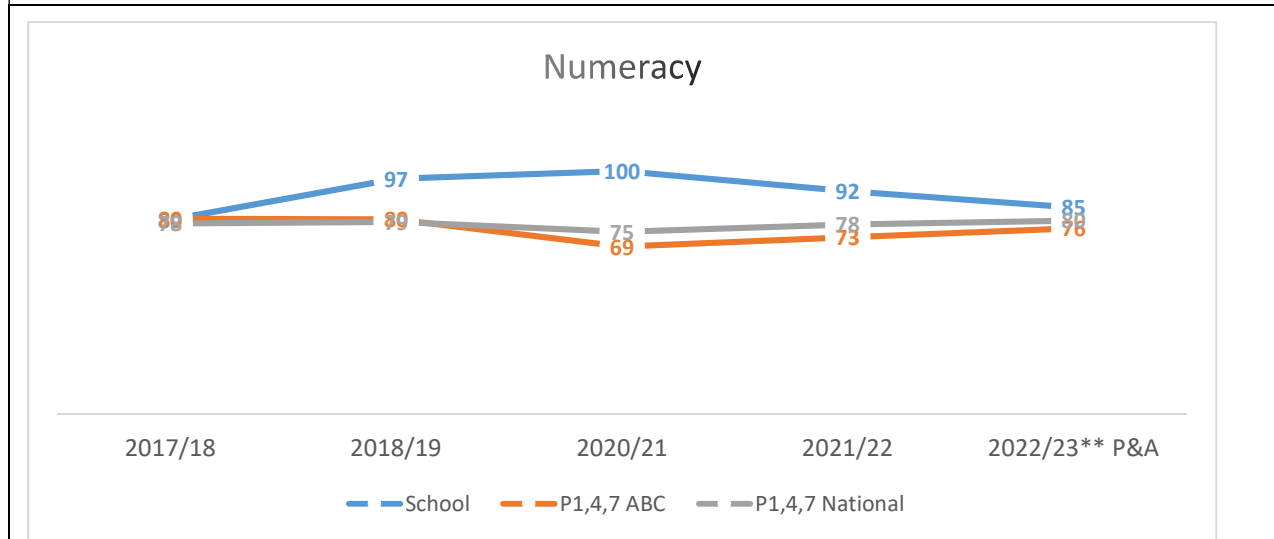
Attainment of Literacy Curriculum for Excellence levels 2018/19, 2020/21, 2021/22, 2022/23 and 2023/24.
(teacher judgement – confirmed levels – 5 year trend).





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?

We celebrate wider achievement each week at our assemblies where pupils are awarded certificates in recognition of their individual achievements. Pupils are also encouraged to bring in and share any other wider achievements out with school. These are also shared with parents on seesaw twitter and on various social media platforms.

We currently track wider achievement through certificates and on our tracking system.

Any gaps are identified and various opportunities are offered to meet the needs and interests of each child. All children have engaged in at least one or more wider opportunities offered. Pupil equity funding supports identified children participate in opportunities that may have a related cost.

A range of musical tuition opportunities were offered this session including, violin, flute and guitar.

Children participated in several sporting events and competitions including, Rugby, Tennis, Cross Country and Netball.

All children in Primary 4-7 participated in residential or day outdoor activities including, canoeing, and abseiling.

All children across the school participated in high quality outdoor learning provision delivered by a qualified instructor.

The Rights respecting schools committee participated in an event to share their successes with other establishments through RRS.

All children participate in clubs and committees which include sewing, baking, football, outdoor adventure, coding and movie making.

All children participated in high quality learning experiences delivered by a specialist Music and French teacher.

Primary 4- 7 participated in high quality Arabic tuition and Primary 6-7 visited the Glasgow mosque.

All of the children participated in Samba drumming.

Children were given various opportunities to engage in high quality experiences delivered from partnership agencies including:

Beach cleans with the GRAB trust, the generation group, science lessons with Hermitage Academy staff, The Arrochar Challenge sponsored walk arranged by the PTA, Contraflow sessions, collaboration with the National Park Rangers on climate change and the impact of climate change and collaboration from the fire service, mountain rescue, the police, Clark Contractors and the missionary.

All children participated in our church Christmas Service and our leavers and graduation celebrations

Children across the school participated in the Scottish Maths challenge and First minister's maths challenge.

Some children participated in Ardardan bulb growing competition and Arrochar won the competition.

The Young Carers group provide regular sessions for identified young carers.

All primary 7 children participated in the Day of Dance.

All children participated in visits to Science Centre, Stirling Castle, New Lanark, Monty's farm and The safari Park. The school and the PTA were able to fund these trips in order to support all families.

Several children participated in the Christian Aid sponsored swim, netball and football tournaments.

Identified children enjoyed individual and group nurture sessions.

All of the children in the school and ELC participated in Olympic sports taster sessions during health week.

Our partners from Active schools delivered sessions on Boccia, rugby and mini kickers during health week.

One of our parents delivered free Karate taster sessions during health week.

Our Primary 7 children enjoyed the Hermitage Academy transition sports and stem event.

Our ELC children enjoyed various transition events to both Arrochar Primary and Hermitage Primary.

All of the children participate in peer learning through reading buddies.

The children in the ELC participated in the local sunflower growing competition.

Summarise progress and next steps in relation to pupil equity funding

Literacy Interventions:

Staff used a range of data to plan and deliver a range of literacy interventions to support the needs of identified children. These included Accelerated Reading and Nessie.

Our pre and post data indicates that most children receiving targeted interventions improved their reading and spelling age.

Our ACEL data indicates that most children in Primary 1,4 and 7 achieved their expected level of attainment.

Nurture Interventions:

Teaching staff delivering nurture sessions used Boxhall profiles and extensive knowledge of the needs and interests of each child to plan wellbeing interventions.

Professional dialogue and observations from all staff indicate that almost all children achieved their nurture targets.

This had a transformational impact for one child in particular. It has led to increased engagement and enthusiasm for learning. Improved confidence and self-esteem and the establishment of new friendships and positive relationship with Key members of staff, including teaching and support staff.

Attendance of all of these pupils is high.

Pupil comments include: *I love nurture, I enjoy tasting the food and lying on the comfy rug*

Outdoor Education:

All children participated in high quality outdoor learning sessions delivered by a qualified instructor.

Pupil voice and staff observations indicate that all children have develop the following skills and attributes.

Being part of a team, communicating effectively, risk taking, problem solving, developing resilience and confidence.

Swimming Lessons

All children indicated that they have enjoyed participating in swimming lessons. This has given them valuable lifesaving skills as many of the children live near open water.

Musical Instruction

Identified children were given funding to enable them to participate in learning the violin from a qualified violin instructor.

All of the children participating in music lessons have indicated they have enjoyed learning a new instrument. It has promoted confidence and engagement in learning. All of the children recently performed in our leaver's service and the progress that they have made since they began was clearly visible. They wish to continue learning their instrument next year.

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 across the school and ELC engage in self-evaluation activities throughout the year which have led to establishment improvements.</p> <p>All staff have the opportunity to evaluate aspects of improvement against the standards outlined in How Good is Our School and How Good is Our Early Learning and childcare during inset days and collegiate meetings.</p> <p>All staff participate in self-evaluation against their professional standards through the professional review and development process.</p> <p>Through their committees children are regularly involved in the self-evaluation process. The pupil council have started to use How good is OUR school to evaluate and make improvements to the playground.</p>	<p>Evidence from whole staff self-evaluation activities against HGIOS and HGIOELC</p> <p>Collegiate and inset day records.</p> <p>Feedback from pupils both orally and in their diaries.</p> <p>Feedback gathered from parental questioners, face to face meeting and diary entries.</p> <p>Our data in our tracking systems across establishments.</p> <p>PRD records.</p> <p>Pupil council minutes.</p>	5

<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>All staff are committed to leading change and improvement.</p> <p>Distributed leadership is evident at all levels across the school and the ELC.</p> <p>All staff and pupils work collaboratively to lead and shape improvement.</p> <p>All children participate in leadership opportunities including: committees, clubs, reading buddies, digital leaders and sporting events.</p> <p>There is a high level of positive engagement from parents/ carers throughout the school and the ELC.</p> <p>A successful Parent Council and Parent Teacher Association has been established who work in partnership with the head teacher and community members to lead improvements.</p> <p>All staff in the school were committed to leading our new writing programme within their own classrooms. This has led to improved engagement and enjoyment in writing throughout the school.</p> <p>All teaching staff and support staff lead designated pupil committees which has led to various school improvements.</p> <p>Practitioners in the ELC participated in national practitioner enquiry based on play pedagogy. This has led to improved high quality learning environment and play experiences for all children.</p>	<p>Feedback from staff, pupils and parents.</p> <p>Professional dialogue during PRDs, staff meeting and inset days.</p> <p>Feedback from the pupil house council members.</p> <p>Feedback from all committee members during focus weeks.</p> <p>Wider achievements celebrated through weekly assemblies, seesaw and on various social media platforms.</p> <p>Our recent inspection findings.</p>	<p>5</p>
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	Despite the challenges of changes in leadership, there have been significant improvements made across various initiatives throughout the year.		
2.3 Learning, teaching and assessment	<p>Our vision, values and aims are evident throughout the school and the ELC.</p> <p>A calm, positive, happy and fun ethos and atmosphere has been established throughout the school and the ELC.</p> <p>Relationships between staff and children are highly nurturing and respectful.</p> <p>All adults know the children and their families very well.</p> <p>All children have the opportunity to be involved in planning their learning. They contribute to the planning of their topics by adding big questions or curricular areas they would like to learn through. .eg Science, Drama.</p> <p>Our enquiry based learning has developed over the last few years. All staff identify the needs and interests of each child to create enquiry stations that offer challenge and skills development which are relevant to their IDL or standalone subjects.</p> <p>All children have regular opportunities to contribute to the life and work of the school and the ELC. All children actively influence decision</p>	<p>Informal and formal observations.</p> <p>Oral and written feedback from staff, pupils and parents.</p> <p>Vision and values wall display.</p> <p>Our curriculum Rationale</p> <p>Committee/ leadership wall displays.</p> <p>Progression pathways and curriculum frameworks.</p> <p>Our recent inspection findings include the following:</p> <p><i>Senior leaders have robust evidence that demonstrates children maintain consistently high standards of attainments they move through the school. Staff make effective use of the schools tracking system to analyse and understand patterns un whole school attainment.</i></p>	5

	<p>making through participating in a range of clubs and committees.</p> <p>Pupil voice, leadership and participation is evident in all aspects of the life of the school, the ELC and the wider community.</p> <p>All of the children are given opportunities to build community and lead learning when working in partnership with our local Generation Group and through our Reading Buddies Programme.</p> <p>All practitioners use progression pathways to plan literacy and numeracy and use curriculum frameworks which are underpinned by our curriculum rationale. This supports planning within our multi- composite classes.</p> <p>All children have access to a range of digital technologies and digital learning programmes including ipads and laptops. This includes at home and at school.</p>		
3.1 Ensuring wellbeing, equality and inclusion	<p>All staff and pupils are aware of the schools vision values and aims.</p> <p>There is an extremely inclusive and positive ethos across the school and the ELC. Expectations and standards of behaviour are very high.</p> <p>Most staff have been trained in the delivery of the Rights Respecting schools programme.</p>	<p>Rights Respecting Schools Silver award</p> <p>Feedback from parents/carers, staff and pupils</p> <p>Observations across the school and ELC.</p>	5

	<p>We have achieved The Rights Respecting Schools Silver Award and are on our journey to achieving our Gold Award.</p> <p>There were no exclusions within the school or the ELC.</p> <p>Our pupil's attendance rates are very good throughout the school.</p> <p>All of the children play and learn well together, they are very supportive and encouraging of one another.</p> <p>All staff are aware of GIRFEC and the wellbeing indicators. Wellbeing wheels are used termly to review the wellbeing indicators with each child.</p> <p>Any concerns are identified and one to one discussions take place to ensure that each child receives the correct support.</p> <p>Our staged intervention process ensures that all children receive the educational and wellbeing support and interventions that they require.</p> <p>All staff receive annual child protection and safeguarding training to ensure that each child is safe, respected and cared for.</p> <p>All staff use positive restorative language with all children.</p>	<p>Nurture BOXHALL profiles</p> <p>Pupil and parent comments in diaries.</p> <p>Our recent inspection findings.</p> <p>Our attendance data</p> <p>Child protection/ training records.</p> <p>Observations</p> <p>Photographs</p>	
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	<p>All staff have been nurture trained and three members of staff have completed the nurture UK training.</p> <p>Targeted nurture sessions with groups or individuals take place with pupils in Primary 1-7.</p> <p>All of the children were involved in making suggestions of how we could improve our playground resources.</p> <p>New playground toys and resources were purchased to improve playtime experiences.</p> <p>The school and ELC have extensive outdoor grounds where children participate in a range of high quality physical education and wellbeing experiences.</p> <p>The head teacher works in partnership with the PTA to reduce the cost of the school day.</p> <p>Free trips were provided for all pupils in the school and the ELC. The PTA supports with the funding of this.</p> <p>All children are given the opportunity to attend instrumental tuition and children in primary 6/7 attend residential outdoor learning experiences.</p>		
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	<p>The school supports with funding for any children to ensure access to all activities for all families who require it.</p>		
<p>3.2</p> <p>Raising attainment and achievement</p>	<p>Our teacher's professional judgements are supported by moderation and a range of standardised assessments.</p> <p>High Quality Assessments take place throughout the year to plan for next steps in learning.</p> <p>All staff are developing their skills in using data to plan for interventions that support raising attainment and wider achievements.</p> <p>Our tracking systems track attainment over time in literacy, and numeracy using XBRA progress and attainment information.</p> <p>We celebrate success and achievement in a variety of ways though our online platform seesaw and through our wall displays.</p> <p>All children receive awards throughout the year at out weekly school assembly. Children are also given the opportunity to demonstrate their individual talents.</p> <p>We have end of year celebrations with musical and singing performances where all of the children across the school and ELC perform.</p>	<p>NSA data, XBRA data, milestones data.</p> <p>Tracking systems</p> <p>Wider achievement wall displays</p> <p>Committee wall displays.</p> <p>Social media/news articles.</p> <p>Parental surveys.</p> <p>Photographs</p> <p>Visits from community members</p> <p>PTA and Parent council minutes</p> <p>Newsletters. Social media posts.</p>	<p>5</p>

	<p>In addition we promote our successes, including our recent inspection report on social media and through the local news.</p> <p>Moderation takes place locally and across partnership schools to ensure a high consistency of standards.</p> <p>Partnership working with parents/carers is very good throughout the school and the ELC.</p> <p>A very supportive Parent Council and Parent Teacher Association have been established.</p> <p>We hold termly open afternoons across the school and the ECL where parents can participate in activities that demonstrate what their child has been learning.</p> <p>The school and ELC have developed positive partnerships with the local community, including our generation group, the mountain rescue team, and fire and police service.</p> <p>Children throughout the school and the ELC are given opportunities to participate in various sporting events including netball, football, tennis and cross country.</p> <p>Or Primary 4/5 tennis team won a silver medal at the recent Helensburgh Tennis tournament.</p> <p>Our attendance levels are very good throughout the school.</p>		
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* Evaluation 6-point Scale:

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