



# Standards and Quality Report 2024-2025

*Article 3: Best interests of the Child*

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 provide 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.

We have recently regenerated our concreted area with the installation of a Multi Use Games Area and cycling track for the use of playground toys, bikes, scooters and the delivery of physical education.

The current school roll is 37 and the ELC is 12.

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.

Arrochar Primary is a Silver Award Winning Rights Respecting School and we have applied for our Gold Award.

The school and ELC were 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. We are in the process of applying for our Gold Sports Scotland Award and have achieved Green Flag Status again this year.



### **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 involve 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 individually 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

Develop staff knowledge of using data and the moderation cycle to Improve learning, teaching and assessment.

Progress and Impact:

All teaching staff have engaged in professional learning and professional dialogue to enhance their knowledge of using data to plan learning and teaching, and individual interventions.

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 is 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) and is tracked through our newly established tracking and monitoring systems.

All staff participated in professional learning on the Argyll and Bute staged intervention process including:

1. Understanding the staged intervention process and the levels of need.
2. How to identify needs through the needs matrix
3. How to create and review a staged intervention plan.

All staff, pupils and parents have been involved in the review of the staged intervention process throughout the ELC and school. This had included planning and reviewing targeted interventions for identified children. This has resulted in:

1. The creation and implementation of new guidance for staff and parents for our staged intervention process.
2. Improved understanding of the staged intervention process for staff, parents and pupils.
3. Improved attainment in literacy, numeracy and wellbeing outcomes for almost all children.

The staged intervention planning process has been reviewed 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.

All teaching staff enjoyed participating in the moderation of high quality assessments with HALCO colleagues.

This led to some change in practice in class which has led to improved professional judgement, engagement, attainment and outcomes for almost all children.

Staff in Hermitage Academy worked collaboratively with the Primary 7 teacher to create and the Hermitage Academy led the implementation of the numeracy high quality assessment within the Primary 7 class. This resulted in increased motivation and engagement from all Primary 7 pupils. In



addition the co- created a persuasive writing high quality assessment which was implemented in class which resulted in all the primary 7 children creating a piece of writing that reflected their ability.

Children are actively involved in planning their learning, pupil voice in 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 have 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.

**Next Steps:**

**All staff including support staff will continue to develop their knowledge and understanding of interpretation data to plan next steps in learning, including staged intervention.**

**All teaching staff will continue to plan and implement high quality assessments across a range of curricular areas.**

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



## Review of SIP | Priority 2

Review the school and ELC digital learning and teaching provision.

**Progress and Impact:**

The head teacher and primary 4/5 class teacher participated in professional learning on STEM and digital learning with Argyll and Bute STEM lead. This has led to improved knowledge of Argyll and Bute's STEM Learning hub and resources to include within learning, teaching and assessment.

All teaching staff have participated in professional dialogue and self-evaluation of the schools digital planning. This has led to a review of our planning processes to include the development of digital planners in literacy and numeracy.

All staff attended professional learning on Argyll and Bute's STEM resources and hub during an inset day led by Argyll and Bute's STEM lead. This has led to improved knowledge and understanding of the STEM resources within the authority and how to use these within learning, teaching and assessment.

Learners play an active role in the school/ELC by taking on leadership roles, reinforcing their own learning through the use of digital tools including iMovie, Microsoft Word and PowerPoint, and coding.

All staff and pupils regularly engage in high quality digital learning, teaching and assessment experiences including targeted support for children with ASN. This has led to increased attainment for all identified pupils.

Digital technologies and platforms are used to capture, share and celebrate achievement across the school and ELC. This allows staff, children, parents and the local community to highlight and celebrate success and achievement. These include the use of Seesaw and social media, school/local and national news.

In addition, a new digital physical education programme has been introduced to the school and ELC. This has led to improved knowledge and understanding of delivering physical education lessons and improved high quality learning experiences for all children across the school and the ELC.

In partnership with staff, parent and pupils, the school has reviewed its mobile phone and device policy in line with Argyll and Bute's acceptable use policy. This has led to a clear and consistent understanding of the use of digital devices across the community and the impact on the wellbeing of children.

All primary 7 pupils participated in internet safety training in partnership with Police Scotland. This has led to all children being aware of how to use the internet including social media safely.

The head teacher had registered the school for the digital schools award for session 2025/26 to highlight the school and ELC's commitment to high quality digital teaching learning and assessment provision.

The head teacher/ ASN assistant and all primary 7 children participated in the Hermitage Academy STEM day. This led to improved professional knowledge and understanding of digital resources used across the authority. In addition, all of the pupils engaged in high quality learning experiences across various STEM area which developed their knowledge and skills.

The school website is regularly updated which promotes learning and teaching, relevant documentation and useful information for parents/carers and the wider community.





**Next Steps:**

**All teaching staff and ELC practitioners will engage with new digital planners within planning learning, teaching and assessment.**

**The school and ELC will continue to review and develop its digital journey to achieving the digital school and digital wellbeing award.**



**Review of SIP | Priority 3**      To Further Develop approaches to Interdisciplinary Learning

**Progress and Impact: *Article 28: The Right to Education***  
***Global Goal 4: High Quality Education.***

The Head Teacher has participated in several professional learning sessions with Education Scotland on reviewing the design and delivery of interdisciplinary learning throughout the school and the ELC.

This has led to an improved understanding of the refreshed narrative and how to lead and support staff to implement the new national and local developments.

The Head Teacher and all ELC staff have participated in professional learning “Pondering Pedagogy in Early Learning and Childcare” a series of sessions delivered by Education Scotland on the development of pedagogical approaches.

This has led all staff being empowered to lead effective changes within the ELC including regeneration of spaces to provide more opportunities for children to develop the 4 capacities.

All staff participated in STEM professional learning this session, which has led to enhanced knowledge of how to include digital resources within interdisciplinary learning including google classroom, micro bits and google sites.

This will in turn lead to the development of digital skills for all our learners across the curriculum.

The Literacy, Numeracy and Health and Wellbeing planning process has been reviewed new digital planners have been created.

These will be used to support the new planning process next session including interdisciplinary learning.

This will ensure the continuation of consistent, collaborative planning across the school and the ELC.

It will also ensure that there will continue to be high quality consistent learning and teaching where all children will be given the opportunity to develop their skills, talents and attributes within the 4 capacities and contexts for learning.

One of the classroom areas has been regenerated to provide more opportunities for children to relax, play and learn.

**Next Steps:**



All staff to participate in professional learning regarding the local and national changes within curriculum provision, including the new updated curriculum refresh.

All staff to implement new planning process within interdisciplinary learning.

## Review of SIP | Priority ELC To develop our approaches to Health and Wellbeing.

### Progress and Impact:

***Ensuring the Health and Wellbeing of all our children and staff is at the heart of all that we do.***

***Article 24: All children have the right to the best possible health.***

#### ***Global Goal 3: Good health and Wellbeing***

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

This has included a new lunchtime provision in line with “setting the table” guidance.

This has led to an improved relaxed lunch experience for all children and staff including more leadership opportunities including snack and lunch helper.

Practitioners continued to work in partnership with the local authority and the children to create risk assessments and safe systems of work.

This has enabled children to engage in high quality learning experiences in a safe environment.

The Head Teacher has participated in professional learning to review the new risk assessment procedure in line with new local policy.

New risk assessments have been created for both the indoor and outdoor environment.

This will continue to ensure that all staff, children and parents are aware of risks and procedures that are in place to ensure the safety of all children.

Practitioners and the Head Teacher have participated in the “Pondering Pedagogy within Early Learning and Child Care” sessions. These have included “How I Grow and Develop” and “Interactions, Experiences and Spaces”.

This has continued to ensure that all children enjoy a nurturing, caring environment based on mutual respect and love.

In addition, there has been an increase in wider achievement for all ELC children, they now attend the weekly assembly where each achievement is highlighted and celebrated.

The Head Teacher has participated in the local authority Early Leadership programme which has led improved their understanding of local and national initiatives and pedagogical approaches, including “Being Me” and the refreshed curriculum narrative.

This will continue to support the effective leadership of new local and national developments to continue to ensure that all children continue to enjoy high quality learning experiences, interactions and spaces.

In addition, as a result high quality learning spaces continue to be 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.

The Head Teacher and all staff participated in professional learning sessions with Education Scotland on high quality observations and intentional and responsive planning.



This has led to a review all of our documentation and new procedure being implemented next session that will highlight each child learning journey and achievements specific to their needs and interests.

The Head Teacher and all staff participated in a Local Authority Review in June 2025 which highlighted the following with regard to the impact of our progress this session.

*“Upon arrival, we received a warm welcome by staff and the Head Teacher, who guided us to the ELC where practitioners and children extended a friendly welcome. The learning environment is warm and nurturing with well-considered areas that inspire curiosity, exploration, and engagement. The staff team provide compassionate and responsive support, sensitively meeting children’s individual needs. There was a strong sense of belonging observed with children confidently discussing their learning experiences, proudly sharing their confidence in counting and expressive arts.”*

Local Authority Quality Assurance Visit June 2025.

*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 including observations and documentation.

All practitioners will continue to engage with national and local policies to improve the curriculum and learner’s experiences including the refreshed curriculum narrative.

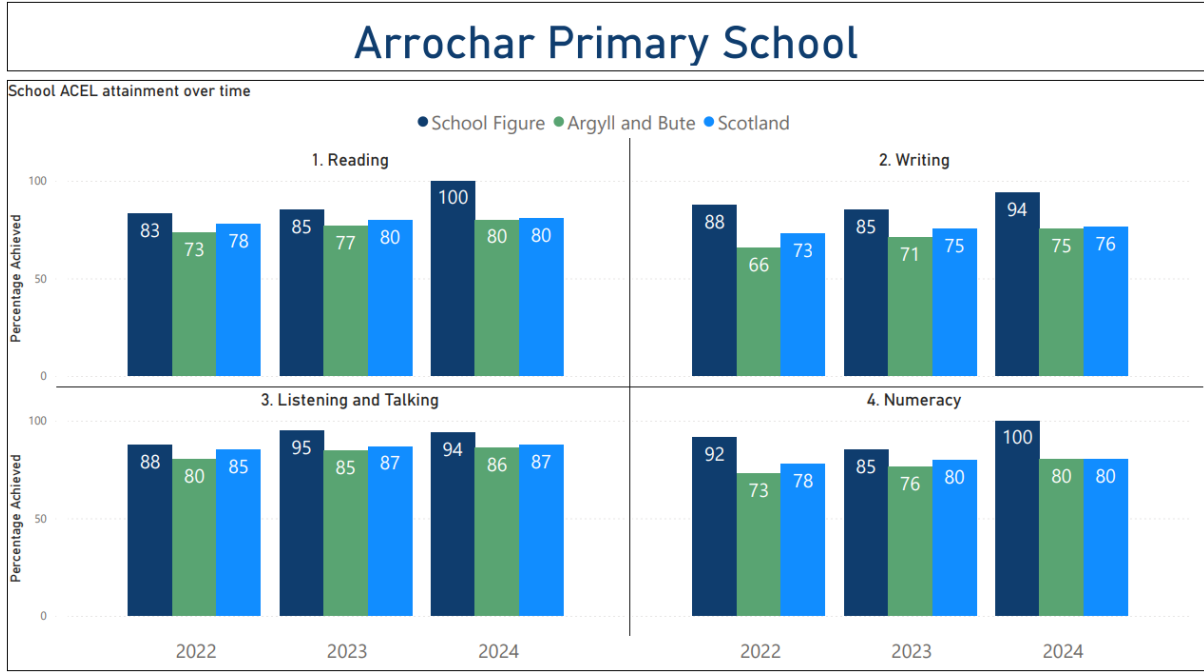
The learning environment will continue to be regenerated to provide more opportunities for wellbeing, literacy and numeracy experiences in particular outdoors.





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**

Our attainment in Reading has increased by 17% over the last 3 years.

In 2024, our school P1/4/7 Reading attainment was 100%, this was 20% above Argyll & Bute's attainment. In 2024, our school attainment in Reading was above the national average by 20%.

Our school is able to demonstrate improvements in attainment over the last 3 years, as reflected in CfE levels.

### **Writing**

Our attainment in Writing has increased by 6% over the last 3 years.

In 2024, our school P1/4/7 Writing attainment was 94%, this was 19% above Argyll & Bute's attainment. In 2024, our school attainment for Writing was above the national average by 18%.

Our school is able to demonstrate *improvements* in attainment over the last 3 years, as reflected in CfE levels.

### **Listening & Talking (L&T)**

Our attainment in Listening & Talking has increased by 6% over the last 3 years.

In 2024, our school P1/4/7 Listening & Talking attainment was 100%, this was 15.27% above Argyll & Bute's attainment. In 2024, our school attainment for Listening & Talking was above the national average by 7%

Our school is able to demonstrate *improvements* in attainment over the last 3 years, as reflected in CfE levels.

Our attainment over time in Literacy is very good.

### **Numeracy**

Our attainment in Numeracy has increased by 8 % over the last 3 years.

In 2024 our school P1/4/7 Numeracy attainment was 100%, this was 20% above Argyll & Bute's attainment. In 2024, our school attainment for Numeracy was above the national average by 20%.

Our school is able to demonstrate *improvements* in attainment over the last 3 years, as reflected in CfE levels.

Our attainment over time in Numeracy is very good.



## 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?

**Article 31: The right to play and relax. Article 3 Best Interests of the child. Article 29 : Goals of Education.**

**Global Goal 4: Quality Education**

**Global Goal 5: Gender Equality**

In Arrochar Primary School we provide an extensive range of high quality opportunities for wider achievement within and beyond the school and the ELC.

We listen to the views of children, staff and our families which helps us bespoke these to the individual needs and interests of each child.

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 of the 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 and flute.

We have regenerated our playground to include the installation of a new Multi Use Games Area and reviewed and improved our physical education provision.

This has inspired more children to take up additional sports both within and out with school and has led to increased achievements throughout the school.

Almost all children participated in several sporting events, clubs and competitions this year including, Rugby, Tennis, Football, Badminton, Cross Country and Netball.

All Primary 6 and 7 pupil achieved their Level 1 Bikeability Qualification and all primary 7 children who participated in Level 2 achieved their Level 2 qualification.

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

All primary 7 children participated in a kayaking session with one of our parents who is also a local instructor.

Two of our Primary 4 children were selected to represent Helensburgh and Lomond at a recent nation tennis competition and came third place.

Our Primary 2/3 girls tennis team came third in the Helensburgh Tennis Club Tournament.

Our Netball team participated in the Christian Aid Netball Tournament in partnership with Luss Primary School and achieved great success.

Our girls and mixed gender football team participated in the Christian Aid football tournament and achieved great success.

All of these achievements have led to the school achieving Gold Qualified status for the Gold Sports Scotland Award. We will hopefully achieve this after our application is reviewed

All children in Primary 6 and almost all in Primary 7 participated in a range of activities during their residential visit to Edinburgh.

The Rights Respecting Schools committee have worked towards the school submitting our application for our Rights Respecting Schools Gold Award in August 2025.

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 online French teacher.

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

All of the children in primary 5-7 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, Keep Scotland Beautiful, the Generation Group, science lessons with Hermitage Academy staff, The Arrochar Challenge sponsored walk arranged by the PTA, the local police and international film crew to video the impact of the litter sink problem.

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

Children in Primary 6 and 7 participated in the Scottish Maths challenge and achieved silver and gold awards.

Some children participated in Ardardan bulb growing competition and achieved great success.

The Young Carers group and Young Carers Champion provide regular sessions for identified Young Carers.

All primary 7 children participated in the Day of Dance.

All children participated in visits to the Safari Park and in the ELC Monty's farm. The school and the PTA were able to fund these trips in order to support all families and keep the cost of the school day low.

Identified children enjoyed individual successes as identified in the additional support plan.

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 rugby for Primary 1-3 and play leaders for all p5-7 pupils.

Children in Primary 3 and 4 participated in table tennis sessions provided by the Arrochar Table Tennis Club who also provided the school with a free, brand new table tennis table and equipment.

A few children in Primary 6 and 7 have led lunchtime clubs including tennis and football.

The Head Teacher and ASN support worker lead lunchtime clubs including netball and cross country.

All of our Primary 7 children enjoyed the Hermitage Academy transition sports and STEM events.

All of our ELC children enjoyed various transition events to Arrochar Primary and one to St Josephs Primary School.

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

One of our Primary 6 pupil's art design was selected by Heart Start to appear on the defibrillator that is located next the Tarbet Pier.

They also received a highly commended award at the local online safety competition ran by Police Scotland.

Some of our children in Primary 6 and 7 achieved third, second and first awards in the Keep Scotland Beautiful National Young Reporters Competition.

Two of our members of ASN staff recently achieved the PDA for Educational Support Assistants.

Our commitment to learning though sustainability and the global goals has led to us achieving our Eco Schools Green Flag again this session.

We are very excited about the prospect of receiving two Gold Awards in August 2025 for the following:

Rights Respecting Schools

Sports Scotland

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 code cracker, Toe-by-Toe 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 all children in Primary 1, and most in Primary 4 and 7 achieved their expected level of attainment.

Moderation of writing using high quality assessments with Hermitage Academy had a positive impact on shared expectations and standards.

**Outdoor Education**

All children participated in high quality outdoor learning sessions delivered by qualified instructors who are both parents.

Pupil voice and staff observations indicate that all children have developed the following skills and attributes:

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

The school was also asked by Argyll and Bute Council to demonstrate the impact of this project as an example of good practice to share with others.

**Swimming Lessons**

Unfortunately, due to the closure of the Helensburgh swimming pool during the storm children were not able to participate in swimming lessons this session.

**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 leavers' service and the progress that they have made since they began was clearly visible.

Quality Indicator	How are we doing?	How do we know? (Evidence)
<b>1.1</b> 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>Self-evaluation and review is embedded within all inset days and collegiate activities.</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. This has led to the school evaluating and make improvements to the playground.</p> <p>All staff participate in planning and tracking meetings to reflect on attainment and achievement and any development or changes to XBRA data. This has led to and improved understanding of data and how to plan the next steps in learning.</p> <p>Jotter monitoring procedures were reviewed by the Head Teacher and teachers. As a result, a new jotter monitoring policy was introduced to continue to ensure high quality consistent approaches.</p>	<p>Collegiate and inset day agendas and action records.</p> <p>Professional dialogue.</p> <p>Feedback from pupils both orally and in their diaries.</p> <p>Feedback gathered from parental questionnaires, face to face meetings and diary entries.</p> <p>Our data in our tracking systems across establishments and on SEEMIS.</p> <p>PRD records.</p> <p>Minutes from committee meeting and pictures.</p> <p>Comments from parent and pupil evaluations of report cards.</p> <p>Updated ASN, Celebration of Learning and jotter monitoring policies and procedures.</p>

	<p>We recently reviewed our reporting to parent's procedures which led to improvements that were well received by staff and parents.</p> <p>We recently reviewed our learning visit procedures and introduced Celebration of Learning Visits to continue to support the delivery of high quality learning, teaching and assessment.</p>	
<p><b>1.3</b></p> <p>Leadership of Change</p> <p>This QI also focusses on the following aspects of empowerment:</p> <ul style="list-style-type: none"> <li>• curriculum;</li> <li>• improvement activities;</li> <li>• parental and community engagement; and</li> <li>• pupil participation.</li> </ul>	<p>The Head Teacher is committed to supporting all staff to lead and implement change effectively.</p> <p>All staff are committed to leading change and improvement including the initiatives highlighted within the school improvement plan.</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>This has included a review of our ASN provision, our planning and our reporting to parents procedures leading to improvements.</p> <p>In addition, the introduction of Celebration of Learning Visits to support the delivery of high quality learning, teaching and assessment for all children.</p>	<p>Feedback from staff, pupils, parents, community members and partnership agencies.</p> <p>Professional dialogue during PRDs, staff meetings and inset days.</p> <p>Feedback from the pupil house council members.</p> <p>Feedback from all committee members during focus groups.</p> <p>Wider achievements celebrated through weekly assemblies, Seesaw and on various social media platforms.</p> <p>Our recent authority visit to the school and ELC.</p> <p>Our PEF impact submission.</p>



	<p>Jotter monitoring procedures were reviewed by the Head Teacher and teachers. As a result a new jotter monitoring policy was introduced to continue to ensure high quality consistent approaches.</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. Working In partnership with the Head Teacher, school staff and community members to lead improvements. This had included the recent regeneration of our playground.</p> <p>All teaching staff and support staff lead designated pupil committees and clubs which has led to various school improvements including pupil and staff empowerment and an increase in wider participation and achievement.</p> <p>The PRD process was reviewed by the HT and leadership opportunities are offered to all staff. This has led to 2 ASN support assistants achieving their PDA qualification in Educational Support Assistance.</p>	
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	<p>All staff are committed to professional learning which leads to improvements across the school and the ELC.</p> <p>Practitioners in the ELC participated in national practitioner enquiry based learning on pedagogical approaches. This has led to continued improvement within the interactions, experiences and spaces for all children.</p> <p>All teaching staff participated in collaborative professional learning sessions with HALCO colleagues on High Quality Assessments. This has led to improved learning, teaching and assessment processes. Teachers stated that they found the protected time to collaborate with colleagues effective.</p> <p>There continues to be high quality improvements across the school and ELC.</p>	
<p><b>2.3</b></p> <p>Learning, teaching and assessment</p>	<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>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>Jotter monitoring policy and procedures.</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 e.g. 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 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>	
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	<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> <p>All staff are committed to professional learning which leads to improvements across the school and the ELC.</p> <p>Practitioners in the ELC participated in national practitioner enquiry based learning on pedagogical approaches. This has led to continued improvement within the interactions, experiences and spaces for all children.</p> <p>All teaching staff participated in collaborative professional learning sessions with HALCO colleagues on High Quality Assessments. This has led to improved learning, teaching and assessment processes. Teachers stated that they found the protected time to collaborate with colleagues effective.</p> <p>Teaching staff participated in Celebration of Learning sessions with the Head Teacher to ensure consistent approaches to continuing high quality learning and teaching.</p> <p>Jotter monitoring procedures were reviewed by the Head Teacher and teachers. As a result a new jotter monitoring policy was introduced to</p>	
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	continue to ensure high quality consistent approaches.	
<b>3.1</b> Ensuring wellbeing, equality and inclusion	<p>All staff and pupils are aware and adhere to the school and ELC vision values and aims.</p> <p>As a result there is an extremely inclusive and positive ethos across the school and the ELC. Expectations and standards of behaviour are very high and consistent.</p> <p>Almost all staff have been trained in the delivery of the Rights Respecting Schools programme.</p> <p>We have achieved The Rights Respecting Schools Silver Award and are on our journey to achieving our Gold Award within August 2025.</p> <p>There were no exclusions within the school or the ELC this year.</p> <p>Our pupil's attendance rates are very good throughout the school and the ELC.</p> <p>All of the children play and learn well together, they are very supportive and encouraging of one another.</p> <p>Children are given a range of opportunities to lead their own learning and achievements.</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> <p>Pupil and parent comments in diaries.</p> <p>Our recent ELC and School Local Authority Visit.</p> <p>Our attendance data.</p> <p>Child protection/ training records.</p> <p>Observations.</p> <p>Photographs.</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>The review of our staged intervention process ensures that all children continue to 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>The Head Teacher is trained on ACES and is Trauma Informed. They have also achieved Level 2 in the Pivotal Promoting Behaviour Practice. This helps to ensure a safe and inclusive environment for all children.</p> <p>All staff use positive restorative language with all children in line with our school values and children’s rights.</p> <p>All staff have been nurture trained and three members of staff have completed the Nurture UK training.</p> <p>All of the children, staff and the parents were consulted in the regeneration of our playground.</p>	
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	<p>As a result a new Multi Use Games Area and cycle track has been installed and 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> <p>The school supports with funding for any children to ensure access to all activities for all families who require it.</p> <p>Our PEF planning and interventions have led to increased attainment and achievement for all identified pupils.</p>	
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<p><b>3.2</b></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>Our PEF planning and interventions have led to increased attainment and achievement for all identified pupils.</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 our 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.</p> <p>Social media posts.</p>
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	<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 ELC 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, Fire service 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. (See our wider achievement section of this report).</p> <p>Our attendance levels are very good throughout the school and the ELC.</p>	
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- \* Evaluation 6-point Scale:
- 6 Excellent
- 5 Very Good
- 4 Good
- 3 Satisfactory
- 2 Weak
- 1 Unsatisfactory