

Standards and Quality Report 2023 - 2024

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| Name of school |
| Castlehill Primary School |

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| Context of the school |
| Castlehill Primary School is located in Campbeltown towards the southern end of the peninsula of Kintyre. It is one of two primary schools within the town. Local employment opportunities in South Kintyre include farming, the distillery industry, local government and the health service.The roll for 2023/24 has been 169 and the anticipated school roll for 2024/25 is 170. We have seven classes. The arrangement for 2024/25 will be: P1, P2, P3, P/5/4, P5, P6 and P7. There are currently 26 members of school staff including two part-time Pupil Support Teachers and 10 Additional Support Needs Assistants.The school is part of a three schools leadership structure arrangement, involving Carradale Primary and ELC and Drumlemble Primary and ELC, in which the Head Teacher has responsibility for all three schools. There is also a Depute Head Teacher across the three schools and a Depute Head Teacher and two Principal Teachers in Castlehill. The school has strong links with Campbeltown Nursery, with which it coordinates an active transition calendar, and with Campbeltown Grammar School with which it liaises, alongside all other South Kintyre schools, throughout the year to ensure a smooth transition for P7 pupils into S1.The school’s Vision, Values and Aims are as follows:VisionWe strive to provide a nurturing, safe and engaging environment for our learners by encouraging emotional resilience and curiosity, and providing appropriate challenge to allow everyoneto feel a sense of pride in their achievements.We value:* Creativity
* Kindness
* Friendship
* Respect
* Responsibility

Our aims are to:* Equip our learners with skills and knowledge that will allow them to thrive in an unknown future and make their own choices in regards to their career path.
* Provide a wide range of opportunities that encourage exploration of individual strengths, as well as allowing our learners to feel a sense of connectedness to their community and the wider world.
* Build strong children by respecting their rights and encouraging self-regulation and resilience in the face of challenges.

We have reviewed our values with all stakeholders during 2022/23 and our full vision, values and aims during 2023/24. |

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| Review of SIP | Priority 1 Literacy and Language - Phonics |
| **Progress and Impact:** |
| The new phonics programme has been implemented into Primary 1 – 3 classes. A huge range of resources have been compiled and are easily accessible to all teachers and support staff. A progressive approach to teaching high frequency words for reading has been taken and this has had a positive impact as shown in the figures below.**Phonics**In Primary 1 (P2/1 class) 89% of the children know all of the sounds taught and 11% know almost all of the sounds.In Primary 2 (P2/1 class) 100% know all of the sounds taught during the year.In Primary 2 (P2 class) 70% of the class know all or *almos*t all of the sounds taught. The other 30% know between 65%-80% of the 32 sounds taught during the course of Primary 2. In Primary 3 87% know all or almost all of the sounds taught. 6.5% know 64% of the sounds and 6.5% know less than 50% of the sounds taught.**High Frequency Words for Reading**In Primary 1 89% of the class can read the 1st hundred high frequency words and 11% have almost completed the 1st hundred. Of the 89% there are 25% who have completed the 2nd hundred and are now working on the 3rd hundred. In Primary 2 (P2/1 class) 83% of the children have completed the 2nd and 3rd hundred high frequency words. 17% have completed the 2nd hundred high frequency list.In Primary 2 81% can read all of the 2nd hundred high frequency words. Of these children 53% have also completed the 3rd hundred word list with a further 35% having almost completed the 3rd hundred. In Primary 3 88% of the class can read all or almost all of the 3rd hundred high frequency word list. 12% of the class can read 87/100 words.**High Frequency Words for Spelling**In Primary 2 (2/1 class) 83% can spell the tricky words assessed at the beginning of Primary 2. This is an increase of 33%. The remaining 17% they can spell 80% of the words in the list. In Primary 2 65% of the class can spell the tricky words assessed at the beginning of Primary 2. This is an increase of 55%. Of the remaining 35% of the children, 71% can spell 50% or more of the words with the other 21% spelling less than 50% of the words. |

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| **Next Steps:** |
| To continue to use the new planners, resources, trackers and baseline assessments.To continue to use the high frequency reading word lists as part of reading homework, attached to reading records, and issue new list as each one is completed.Daily phonics sessions to be taught in each class. Phonics intervention groups/individuals should be given extra support and revision as and when necessary. |

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| Review of SIP | Priority 1 – Literacy and Language - Spelling |
| **Progress and Impact:** |
| The PlanIt planning resource has been implemented for us this year.* All P4, P5 and P7 pupils completed PlanIt Baseline test in August
* PlanIt spelling scheme introduced for all pupils in August, except for a small group of pupils in P5 working with Pupil Support Teacher who have consolidated their knowledge of phonics using Letters and Sounds, and small groups in P4 who have had a differentiated input using the phases in Letters and Sounds and individuals in P7 who have had individualised input.
* Weekly spelling activities introduced: using words in context, word search and handwriting activities.
* Pupils are encouraged to look for and discuss spellings and strategies recognised in everyday contexts/free writing.
* Overall pupils have been successful in weekly spelling tests.

August and May PlanIt Assessment findings where comparable data available* P4 – 100% have increased
* P5 – 95% have increased their score
* P7 – 95% of those assessed have increased
* In P4 the highest increase percentage was 122%
* In P5 the highest increase percentage was 35%
* In P7 the highest increase percentage was 19%

May 24 Parallel Spelling Results* In P5 and P6 most pupils achieved average or above average standardised scores
* In P4 and P7 almost all pupils achieved average or above average standardised scores.
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| **Next Steps:** |
| While we feel PlanIt has been successful, we have reviewed the progression provided within it with other programmes and are planning to use the Jolly Grammar programme that provides an improved progression with increasing challenge. |

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| Review of SIP | Priority 1 – Literacy and Language - French |
| **Progress and Impact:** |
| An audit was conducted in September to evaluate the teacher’s confidence in delivering French, as well as the pupils in understanding and writing. These results were shared with the leadership team and a plan approved.An audit of French which has been covered over the last 2 academic years was conducted. This highlighted gaps in learning, which then led to a thorough progression being created. This was shared with all those teaching French and was implemented. The progression also highlights what needs to be taught for the next 5 years in order for the whole school to be on track with the Education Scotland Modern Foreign Language plan for L2 in Primary Schools.All pupils in the School are now receiving weekly French lessons, taught by someone who is confident in the delivery of this. There has been a 50% increase in the amount of classes who are using French within other lessons.The pupils asked for more games and songs to be used during their lessons. These were purchased in the Spring Term 2024 and have started to be utilised during the lessons. Pupil responses showed that there was a 20% increase in pupils who enjoyed learning French, a 10% increase in those who were confident in speaking French and 5% feel confident in writing in French. |
| **Next Steps:** |
| * All staff to be made aware of the French progression and plan for Castlehill for the next 3 years.
* All staff to utilise and follow this.
* All staff to be encouraged to use incidental French in their everyday teaching.
* All staff to be made aware of the resources that are available for French and where they can find these.
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| Review of SIP | Priority 2 – Numeracy and STEM - SEAL |
| **Progress and Impact:** |
| SEAL has made a significant impact on our Primary 1 SNSA results with 100% of the children achieving Band 6.67% of our Primary 2 children were on track in our XBRA tracking.In the Primary 3 class 59% were on track in our XBRA tracking but a higher percentage (82%) scored high standardised scores, over 100, in GL Maths Assessments. |
| **Next Steps:** |
| To continue to roll out SEAL to be taught on a daily basis in order to maintain and extend the progress made by the current Primary 1 class.SEAL to be taught daily in the Primary 2 class using appropriate planners and resources. Children will continue to make progress and stay on track.SEAL to be taught daily in Primary 3 class using appropriate planners and resources. Impact should be noticeable in terms of a greater % being on track by the end of Primary 3. Provide focused support for P3 pupils with GL standardised score under 90 at the end of P2.Reassess pupils’ XBRA attainment at the start of the 24/25 session.Mrs McSporran, Principal Teacher, will continue to monitor and give support and advice to the Primary 2 and 3 teachers next session.Mrs McSporran, Principal Teacher, will continue to provide SEAL planners and tracking sheets and all resources needed. |

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| Review of SIP | Priority 2 Numeracy and STEM - STEM  |
| **Progress and Impact:*** 20% increase in teacher confidence leading teaching and learning in STEM.

Staff have attended 20 hours of Professional learning. This included an after school session led by Paul Malcolm, Primary Science Development Officer, SERRC courses and meets, ABSTEM sessions and YSLA Tutor Assessor training. A survey of teachers found many teachers are still not confident in leading STEM, many noted that further access to new resources were a limiting factor. The school is now an YSL registered centre with 1 registered assessor.* Increased use of school science/STEM resources.

Science practical resources have been audited, collated and organised by topic to improve access and enhance STEM learning. These are stored in a central location. We have worked collegiately with Outdoor Learning SIP working group to share resources. Gaps in resources been identified and purchased.A teacher survey found that supporting detailed science planners are not being accessed through the AB STEM tile on GLOW. It is recommended that these be used to support the updated school curricular planners. Learners have been provided with opportunities for personal achievement through curricular STEM lessons, STEM clubs, challenges and competitions. STEM lessons have further been integrated into the curriculum through events such as Maths Week Scotland and British Science Week. P7 have taken part in the YSLA Programme, which promotes leadership in learning.Learners have explored skills development opportunities and careers with reference to My World at Work and YSLA. This has been supported further through industry visitors both to the school and through online sessions.IPads and Chromebooks have been audited and updated. Central storage and timetabled access for all classes ensures equity across the school. Glow login details have been updated and issued to all learners in the form of a Passbook. IPads are to be used in P1-3 and iPads & Chromebooks in P3-7. * Engagement in local / national events and themed weeks to make links across STEM subjects building motivation, awareness and confidence in STEM.

These include;Scottish Maths Week (September 2023 ) - Whole School ‘STEM in Motion’ event. Supported by the AB Primary Science Development Officer and Digital Hub, learners and staff were able to engage in a range of STEM activities that promoted the resources available to the school from the Digital Hub Team.UHI STEM (September 2023 ) - P6 & P7 attended weekly sessions for 6 weeks.British Science Week ‘Kintyre Through Time’ (March 2024) - Throughout the week, learners enjoyed visits from a variety of organisations and people working in STEM careers and completed their own STEM challenges. A community open event was held for P1-3 supported by our P7 Young STEM Leaders.DSUK STARS-24 (May 2024) P6 & 7 engaged in hands-on workshops on space exploration and rocket launching. 10 primary schools and over 230 pupils from all over Argyll & Bute attended. Digital Literacy Week (May 2024) - Learners from P3-P7 accessed digital devices across the curriculum. P3-7 are now competent at logging on to Glow.* STEM school display evidencing learning and teaching across the school, evidencing diversity and engagement with partners.

The STEM school display is in a central location and promotes diversity and evidence of equality and inclusion within the school as well as engagement with partner organisations. * Review of engagement and where applicable, time working directly with partner organisations.

Over the session, we have engaged with 11 different organisations including ABSTEM & AB Digital Hub, Scottish Association for Marine Science, Discover Space UK, SSERC, AfRIS as well as industry and local community organisations. This equates to 44 hours of working directly (in school / off site visits / online). As a school we have worked collegiately with Drumlemble Primary School, this has included PL, planning and YSLA verification.* Leuven scale data will show increased or sustained engagement for a high percentage of pupils.

Leuven Scale observations during Lego Club show sustained engagement for a high percentage of pupils (see Nurture SIP for further information).* Diversity in STEM.

New learning materials, books and displays ensure they promote diversity and do not perpetuate stereotypes. New books have been identified to further support the promotion of diversity.Visitors to the school have represented a wide range of diversity in both age, background and gender. STEM Clubs further promote diversity and encourage women in science.* Pupil baseline and assessment skills webs showing 20% increase in motivation, awareness and confidence in STEM.

96% of learners have enjoyed taking part in STEM in the classroom.98% of learners have enjoyed taking part in STEM activities with visitors.60% of learners felt STEM opportunities had increased in school this year.87% of learners felt they had learnt new STEM skills.70% of learners would like to work in STEM careers.* Number of pupils choosing to participate in extra-curriculum STEM Club activities.

An after school STEM Club was open to all learners across P1-P7. 80 learners have attended STEM Club (47% of school role) with full capacity at each of the 16 sessions. P5-7 STEM Club was supported by Astronomy for Remote and Island Schools (AfRIS), a Liverpool John Moores University project.* Pupil leadership in learning

P7 have successfully completed the Young STEM Leadership Programme, leading a variety of sessions throughout the school year including a community event.STEM Club attendees were able to demonstrate new coding unplugged resources to their classes.* Comments supporting further improvements/next steps.

Continuation of LEGO club to support nurture and learner wellbeing.Teachers feel that to further develop STEM in the classroom, new and up to date STEM/Science resources should be available. These have been used when supported by visitors (UHI), however cost can be a limiting factor. A selection of digital STEM resources can be borrowed through AB Digital Hub. |
| **Next Steps*** Continuation of STEM Club and YSLA.
* Continuation of LEGO club to support nurture and learner wellbeing through STEM.
* Explore funding for the purchase of high cost STEM resources such as Lego Education.
* Continue links with ABSTEM and Digital Hub to increase STEM resources available.
* Promote resources available to all staff including support staff.
* Promote STEM through annual events such as Maths Week Scotland and British Science Week.
* Promotion of ABSTEM tile on Glow.
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| Review of SIP | Priority 3 – Health and Wellbeing – Nurture  |
| **Progress and Impact:** |
| * Our Nurture room has been significantly developed this year, both in its appearance and how it is used. Mrs McCallum and Mrs Barbour have taken a leading role in making the space more calming and removing the traditional classroom feel. This has included new soft furnishings, softer lighting, covers for furniture and a range of comfortable seating. The room itself is used much more on a drop in basis with a recent week of monitoring showing that the room had been used for 90% of the week with a mix of drop in and timetabled activities. Pupils are aware of how this space is used and the value we place on their social and emotional wellbeing.
* Two more members of our staff have attended the Argyll and Bute Nurture Training meaning that our core group of staff now has 4 trained members with Mrs Cairns, DHT, also attending meetings.
* Assemblies are linked to the principles of Nurture and how these link with UNCRC.
* Our new pupil steering group – The Health and Wellbeing Ambassadors have a leading role in ensuring that their classroom is a nurturing space. They have completed learning around our two focus Nurture Principles.
* All classrooms have a cosy comfy corner that is used when children need to unwind and relax but are happy to do so within their own classrooms.
* Our Primary 1 Transition Parent Information session included a display and presentation around our work as a Nurturing School.
* Our DHT is currently part of a working group to look at creating a Promoting Positive Relationships Policy to replace our current Promoting Positive Behaviour Policy. When dealing with any challenges around behaviours, pupils are always reminded of their right to be heard and encouraged to fully share their views and opinions, knowing that these will be listened to and respected. We use restorative conversations on a daily basis with our pupils to support them in understanding the impact of their actions.
* Lego Therapy and Seasons for Growth run all year round and have been very successful in supporting social and emotional wellbeing. The majority of the school have now had some experiences of Lego Therapy and evaluations always show improvements in regards to engagement and wellbeing.
* We have recently started Equine Therapy for selected pupils across the pupils. We are at the early stages of this but so far it has proven to be very successful and pupils are making good progress in regards to communication skills and empathy.
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| **Next Steps:** |
| * Outline clearly with teachers at the beginning of the academic year what is expected in regards to their classroom space and ensuring this a safe base. Encourage working on this together with pupils in regards to design and what they think they need. Suggestions to include: some form of visual timetable, emotional check ins, class charter, comfy/cosy/calm corner with soft furnishings, background music when appropriate, dimmed lighting when appropriate.
* Regular meetings with our core group of staff to review our priorities and identify actions for moving forwards.
* Complete Relationships Policy.
* HWB Ambassadors to take more of a lead in Nurture moving forward.
* Assemblies to continue to include Nurture Principles.
* Begin to gather evidence for our Silver Accreditation and submit this in November.
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| Review of SIP | Priority 3 – Health and Wellbeing – Rights Respecting Schools |
| **Progress and Impact:** |
| This year we have focused on building the awareness of the Rights of the Child throughout our school community. We were successful in achieving our Silver – Rights Aware Award and submitted the following as evidence of our progress an impact:**Teaching and Learning about Rights:*** All assemblies are linked to UNCRC, usually with one or two specific articles being linked to topical events and/or the life and ethos of the school.
* Assemblies begin with a recap of the ABCDE of Children’s Rights and the actions that we made up for these. Almost all pupils can show the actions and identify the statements.
* We started a new group called Health and Wellbeing Ambassadors. They are our pupil steering group and they meet on a Fortnightly basis to learn the Right of the Fortnight. They complete a learning activity that they then lead within their own class and bring back evidence of this to share. They have taken the lead in creating displays in the gym hall and the foyer as well as displaying rights around the school where links are most obvious.
* Pupils identified children around the world who may not be able to access their rights. It was decided that fundraisers this year would be focused on these children – Children in Need and Red Nose Day.
* Links have been made to historical figures who had their rights taken away from them, for example Anne Frank. Pupils have identified the specific rights that were taken away.
* All staff are familiar with the UNCRC and make links to this as part of classroom learning and the life and ethos of the school. All classes have identified the Rights that they feel apply most to their class and have a charter based on these. They have identified their responsibilities as part of this and this is referred to as part of creating a positive learning environment for all.
* Facebook posts are linked to UNCRC to show the wider school community how we are applying rights to everyday practice.
* Our transition parent information event incorporated a stall and presentation around UNCRC.
* Our new Curriculum Rationale makes links to UNCRC throughout and this has been shared with our parents and partners.

**Ethos and Relationships:*** Pupils in Primary 4-7 self-evaluated our school and identified articles that we do well and those we think we could improve on. An action plan was made based on this. Pupils asked for clubs that were non-sports related and we have since started STEM, Drama and Gaelic clubs and all have been very well attended. STEM and Gaelic have targeted year groups across the school, drama is for Primary 5-7. Pupils reported that more opportunities were needed for sharing a range of Wider Achievements. As a result we have started Wonder Wall Wednesday to show that we value all achievements. These have been a huge success with pupils sharing achievements such as cooking recipes from scratch, learning to ride their bike, completing sewing and knitting projects, building complex Lego models and learning to play a tune on the piano. Every second week we celebrate school values as part of this and pupils are identified for their strengths and efforts in demonstrating this value and how this links to protecting the rights of everyone.
* When mapping our local area to show places where we can play and relax as part of Article 31, all groups identified school as part of this.
* When dealing with any challenges around behaviours, pupils are always reminded of their right to be heard and encouraged to fully share their views and opinions, knowing that these will be listened to and respected.
* Pupils can identify how their rights are respected through our approach to managing relationships and behaviours.
* Our DHT is currently part of a working group to look at creating a Promoting Positive Relationships Policy to replace our current Promoting Positive Behaviour Policy.
* Our Curriculum Rationale promotes UNCRC throughout.
* All pupils complete Wellbeing Webs 3 times a year in which almost all pupils report feeling very safe in school.
* UNCRC questionnaire results show that 100% of pupils feel safe in school, with 89% saying yes and 11% saying sometimes, 100% of pupils feel like they are listened to by their teachers and treated with respect by adults, 94% of pupils feel like they are able to influence at least some decision making in school and have a say in regards to how to make things better. 100% of staff feel comfortable talking to pupils about their rights.
* Primary 4-7 self-evaluations showed that all pupils felt school protected their right to be protected from harm.
* HWB classroom activities have explored what to do if feeling unsafe in a range of environments including school.
* As part of some playground challenges, we have explored with small groups how their actions (rough play) can make others feel unsafe in the playground. This was all linked to rights which helped them to understand how their actions can take away the rights of others. This improved as a result.
* We celebrated Safer Internet Day while learning about Article 17. All classes completed learning around this.
* This year we have celebrated Mental Health Awareness Week, led by our HWB Ambassadors. All classes completed learning around this and posters were created to be displayed around school.
* All pupils are aware of the HWB ambassadors and their role in looking out for the wellbeing of their fellow pupils.
* Our Nurture Room is very well used as a drop in to support social and emotional wellbeing. Pupils are aware of how this space is used and the value we place on their social and emotional wellbeing.
* Lego Therapy and Seasons for Growth run all year round and have been very successful in supporting social and emotional wellbeing. The majority of the school have now had some experiences of Lego Therapy and evaluations always show improvements in regards to engagement and wellbeing.
* We have recently started Equine Therapy for selected pupils across the pupils. We are at the early stages of this but so far it has proven to be very successful and pupils are making good progress in regards to communication skills and empathy.
* We changed Golden Time to Fun 31 for Everyone. This is now a protected time to play in line with Article 31.

**Participation, Empowerment and Action:*** Our Pupil Council is known as the Chatterboxes and the representatives from each class change on a termly basis (with the exception of Primary 7). This is to ensure that we are targeting as many pupils as possible and allowing their voices and opinions to be shared. This year our Chatterboxes have been important in shaping our new Curriculum Rationale as well as developing our playground spaces by writing to local businesses and shopping for resources, planning for the reintroduction of our fruit trolley, planning for our Quiz Night to raise funds, reviewing OCFT and supporting the development of our new Curriculum Rationale including our Sketchnote.
* All pupils have been learning about Duty Bearers and we have explored the different roles and responsibilities that different adults have within the school environment e.g. the office staff protecting the right to privacy, our first aiders protecting the right to health care and safety, our dinner ladies in protecting the right to healthy food and nourishment.
* As part of mapping our local area, classes identified how they feel our local environment could be improved in relation to Article 31. Some classes wrote letters to our local councillors in regards to this.
* We had a visit from Mission Aviation Fellowship to learn all about the relief work that they do around the world, linking this to the rights of other children and how these are protected through this work. We have plans to do some fundraising to support their work too.
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| **Next Steps:** |
| * Increase whole community understanding of the Rights of the Child – look for natural links during day to day communication with parents and incorporate into classroom open afternoons.
* Continue to develop the school’s strategic documentation to link to and reflect the values and articles of the CRC so that school improvement priorities and relevant polices include reference to children’s access to specific rights.
* Further develop the role children have in engaging with their right to learn. Consider, with them, how they can be more active participants in deciding what and how they learn and what they need to do to progress.
* As a staff team, review UNICEF RRSA Charter Guidance and focus on the language of ‘respect for rights’ so that relationships are seen as mutually respectful. When charters are written at the start of the next academic year, include actions for duty bearers as well as for children
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| Review of SIP | Priority 3 – Health and Wellbeing – Outdoor Learning |
| **Progress and Impact:** |
| Outdoor learning has been successfully regularly promoted within some classes and at some times in all classes. Positive links have been made with Community Growing Co-ordinators who have provided assistance and topsoil to prepare growing beds for planting. The storage of resources has been reviewed with some outdoor learning resources now being located more accessibly in an outdoor shed and available. Our provision for physical activity has strong outdoor elements involving PE lessons, the Daily Mile and new activities involving a mixture of classes or the whole school; P1/2 football Euros involving training by P6 and P7 pupils and Mini-Olympics for the whole school.Our strong development of STEM this year has encouraged the use of a range of resources and the more frequent use of the outdoor environment.Improved structures in the back playground, in the form of a new gazebo and re-sited and renovated seating, have given more opportunities for quiet play.We have reviewed our whole school approach to outdoor learning for next year and have decided to pilot a dedicated teacher approach which will be implemented during 24/25 to ensure there is expertise in the planning and delivery. The teacher has recently attended STEM in the Outdoor Environment training and has led outdoor learning in her class consistently this year. |
| **Next Steps:** |
| * Developing learner engagement in learning for sustainability through provision of outdoor learning opportunities for each class for half a day each week.
* Whole school participation in the Eco-Schools programme and LEAF award.
* Developing active citizenship of learners through collaborative partnerships with the wider community.
* Piloting dedicated teacher approach to outdoor learning and sustainability, providing weekly half day of teaching in this area for each class.
* Explore opportunities for Outdoor Learning work to contribute to Young STEM Leader programme for P7 pupils.
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| 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). **Data taken from June 2024 Argyll and Bute Progress and Achievement data collection** |
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| 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).**Data taken from June 2024 Argyll and Bute Progress and Achievement data collection** |
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Please Note:

The above data (1.1 and 1.2) reports achievement of a level – P1/P4/P7 combined.

Due to the Covid 19 pandemic, there was no collection of ACEL data by Scottish Government in 2020.

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| Wider achievements * What opportunities for wider achievement were offered?
* What systems are in place to track and monitor participation?
* How have you addressed any gaps in participation?
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| We have offered the following opportunities for wider achievement and enrichment of our curriculum.Expressive Arts:* Argyll and Bute Music tuition in brass, woodwind and flute, chanter and drumming
* Campbeltown Brass tuition reaching to P3
* Visits to Into Film for all pupils
* Choir leading to performance at Town Carol Service, Christmas Concert, Springbank Festival and end of term drama production and concert
* Christmas Concert
* P1/2 Nativity
* Drama Club for P5-7, plus P4 Choir, leading to performance of Pirates of the Currybean
* P5 Street Drumming
* Performances at End of Year Celebration of Achievement Event

Languages and Literacy and Social Studies* P4 Gaelic Club
* World Book Day
* P2 Lifeboat visit

Physical Activity* Promotion of all extra-curricular community sports clubs as provided by LiveArgyll / Active Schools
* Sports Council
* P6-7 Ceilidh Club
* Virtual Games Club for all years
* Swimming for P3 to P6
* P2/1 Yoga Club
* P3 Grammar School Young Leaders Multi-Sports Club
* Argyll College / Grammar School pupils led P4 Sports sessions
* Argyll College / Grammar School pupils led Football Festival for girls
* P5 Basketball club
* P5-7 Football sessions leading to Baldy and Millennium Cup tournaments
* Sports Day for whole school
* P1/2 Euros Football Tournament, trained by P6 and p7 pupils
* P7 Bikeability
* Whole school Virtual Games competition
* P6/7 Tag Rugby training and festival
* Mini-Olympics for whole school

Health and Wellbeing* P7 attendance at Argyll and Bute Smoke Free Me performance at Campbeltown Grammar School
* Seasons for Growth programme
* Lego Club
* Equine Therapy
* Health and Wellbeing Ambassadors
* Mental Health week focus
* End of year trips in local area

Sustainability / Citizenship / Community* Involvement in Pupil Focus Groups for closure of Southend school
* P7 Playground Buddy / Young Leader training
* Chatterboxes Pupil Council
* P1/2 and P7 Classes visiting Kintyre Care Home
* Rotary Club Quiz for P7s
* End of term church services
* Mission Aviation Fellowship plane and flight simulator visit and P4-7 contribution to art exhibition in Campbeltown
* ELC to P1 Transition programme
* P7 to Grammar School Transition programme
* P5 leading play activities for younger children on International Day of Play

STEM* UHI STEM sessions for P6 and P7
* STEM in Motion Day for whole school
* STEM Clubs for all pupils, including partnership with Astronomy for Remote and Island Schools
* British Science Week
* STARS24 event for P6 and P7

Fundraising / Enterprise* Cauliflower Cards
* P7 led Children in Need Bric and Brac
* P6 led Comic Relief
* Christmas Craft Fayre
* Sponsored Santa Dash
* Christmas Jumper Day

Celebration of Achievement* Whole school assemblies
* Wonderwall Wednesdays

We review our provision to ensure that we are giving a range of opportunities that suit the interests of all pupils. We have taken on the views of our Parent and Pupil Councils and provided new opportunities, e.g. increased STEM opportunities, Gaelic Club, Drama Club, as well as maintaining the high level of opportunities required to maintain our Sport Scotland Gold Award status.We improved our methods of celebrating wider achievement through our Wonderwall Wednesday, enabling pupils to show their interests beyond the achieving of awards.We have ensured that there have been a mix of lunchtime and after school clubs to reach as many pupils as possible. |

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| Summarise progress and next steps in relation to pupil equity funding |
| ReadingActions* We enhanced our reading scheme and class novel resources.
* We added to our Reading Box resources to ensure the intervention was accessible for P4 to P7 classes consistently.
* We used the Nessy IT resource for identified pupils.
* We used the Education City for consolidating learning

Impact* Our collated P1, P4 and P7 Achievement of a Level data at June 2024 is good at 88%, a 4% increase from June 2023.
* 94% of identified pupils for whom comparative data was available made progress of at least one sub-level in XBRA assessments by June 2024

EngagementActions* We provided a series of 6 sessions of Lego Club for 19 groups of pupils from P2/1 to P6.
* We provided additional ASNA time to support learning, engagement and social and emotional needs.
* We provided weekly transport for a small group of individuals to attend weekly swimming.
* We provided additional learning resources to help pupils overcome barriers to learning and engagement.
* We have now provided the Seasons for Growth series of sessions for 3 groups of pupils to support their communication and emotional and social needs in relation to managing changes in their lives.

Impact* Leuven Scale assessments at the start and end of Lego Club sessions showed 95% of pupils were assessed as showing improved wellbeing and 93% as showing improved involvement. Lego Club was made available to over 100 pupils throughout the school.
* Seasons for Growth parent evaluations have shown 90% of parents considered the effectiveness of the programme to be good or better.
* Our collated P1, P4 and P7 Achievement of a Level data for Listening and Talking at June 2024 is good at 91%, a 6% increase from June 2023.
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| Quality Indicator | How are we doing? | How do we know? (Evidence) | School Self-Evaluation (1-6) \* |
| 1.1Self-Evaluation for Self-improvement | Staff are involved in self-evaluation and in planning for school improvement.Staff are involved in sharing practice and moderation activities around improvement areas.We engage in moderation activities within school and in authority-wide arrangements, involving work with colleagues from other schools.We focus on key areas of attainment and achievement and involve pupils in planning for next steps. | Staff contribute ideas for school development in whole staff meetings, have reviewed the SIP and contributed to the creation of the new SIP priorities. School work together on QA, which involves evaluation of practice and planning for the development of learning.Pupils are represented by our Pupil Council, Health and Wellbeing Ambassadors and Sports Council and are consulted about relevant school matters, e.g. our nurture space, the playground and the range of clubs on offer. | 4 |
| 1.3Leadership of ChangeThis QI also focusses on the following aspects of empowerment:* curriculum;
* improvement activities;
* parental and community engagement; and
* pupil participation.
 | We are committed to developing a shared vision for our school.We plan strategically to achieve continuous improvement.Staff at all levels take responsibility for initiating and implementing change.Parents engage with the school agenda through our Parent Council and through attendance at school events. | We have refreshed our Vision, Values and Aims, linking them to our Nurturing School and Rights Respecting Schools approach. Pupils are able to talk competently about their rights.Teaching staff have good knowledge of the principles of nurture and use this knowledge to develop approaches to nurture in the school. Support staff have shown initiative in developing nurturing approaches in interventions.Pupil participation has increased through the number and different foci of our representative pupil groups. | 4 |
| 2.3Learning, teaching and assessment | We are committed to creating and sustaining a nurturing environment in which pupils feel confident, can engage in their learning and can form positive relationships with staff and their peers.Our teaching is differentiated and individualised to meet the needs of all children.Our planning progressions provide breadth and depth.Assessment is integral to our planning of learning and teaching and is used to inform next steps.We plan, track and monitor learning over different timescales. | Quality assurance observations show that pupils engage in learning and respond positively to tasks and challenges.In learning walk observations pupils are seen to make good progress when working on differentiated activities within lessons.Tracking and monitoring records include formative and standardised assessments. | 4 |
| 3.1Ensuring wellbeing, equality and inclusion | We work with all stakeholders in making pupils feel safe, healthy, achieving, nurtured, active, respected, responsible and included.We ensure inclusion and equality for all learners by individualising support and by providing a range of wider achievement opportunities. | Most pupils are able to articulate positive views in respect of all wellbeing indicators. Support planning shows individualised strategies and target-setting. | 4 |
| 3.2Raising attainment and achievement | Pupils’ attainment as reflected in collated P1,4 and 7 data in literacy and numeracy is good.Pupils are provided with opportunities to experience wider achievement within the school and the wider community.As a school community we strive to provide an inclusive, nurturing and caring environment for all our learners. | School and local authority tracking is monitored and areas for support identified regularly and closely. Wider achievements are celebrated in school through assemblies, Seesaw, newsletters and on our Wonder Wall display.The school is working towards Argyll and Bute’s Nurture School Silver level of accreditation and the Rights Respecting Schools Gold award. | 4 |

\* Evaluation 6-point Scale:

6 Excellent

5 Very Good

4 Good

3 Satisfactory

2 Weak

1. Unsatisfactory