



## Standards and Quality Report 2023 - 2024

### Name of school

Garelochhead Primary School and Early Learning Centre

### Context of the school

*Including some or all of the following:*

- *Basic school details (roll, class composition etc.)*
- *school vision, value and aims;*
- *local contextual issues;*
- *Factors affecting progress (e.g. staffing changes/issues).*

Garelochhead Primary is a non-denominational school with a school role of 108 during session 23/24 across five classes: P2/1, P3/2, P5/4, P6, and P7. By June '24 a further 20 pupils attended our Early Learning Centre: 2xN3, 12xN4 and 6xN5.

In June 2024, our SiMD profile ranged across quintiles 1 to 5; 37.96% in quintiles 1&2, 43.52% in quintile 3, and 16.66% in quintiles 4 and 5. Approximately 27% of our pupils were classed as Armed Forces.

Our teaching staff allocation for the session was 6.45FTE with an additional 0.6FTE for pupil support. 0.2FTE was allocated to the school through MOD Support for a proportion of the session. 0.2FTE of our teaching allocation provides a music teacher for all of our pupils. We have instrumental instruction for piping for pupils in P6 and P7.

Our ASNA allocation was 160 per week, although staff numbers fluctuated throughout the session. Our Classroom Assistant allocation was 28.5 hours. Our PSA allocation was 6.75 hours per week, which was increased to 13.5 hours until 31<sup>st</sup> March 2024 using PEF monies. The PSA position has been vacant since February 2024. In our ELC there are 3 full time CCEW, who are supported by an ELC CA for 15 hours per week. There were changes to staffing in our ELC in January 2024.

Garelochhead Primary School and ELC's vision is that we are *'an inclusive learning community, where pupils in partnership with staff and parents will be encouraged to reach their full potential in a safe, stimulating and nurturing environment to enable them to take their place in the wider world'*. We aim to achieve this by:

- providing an appropriate curriculum to meet the needs of all our pupils in a stimulating and challenging way, linked to the 4 capacities and design principles of CfE;
  - providing a happy place to work and learn, where staff, parents and pupils work together in a positive climate of good relationships;
  - providing learning opportunities for our pupils to become valuable members of our school and community and to aspire to be respected citizens of the future.
- Our school values are: *respect, perseverance, honesty, caring, hardworking and teamwork*. These values form the basis of our House system and work is done throughout the year on these values with our pupils.

We have a diverse community, classed as semi-rural, and many residents work in private or public sector occupations, often commuting to Helensburgh or Glasgow. A significant proportion of our parent body are employed by HMNB Faslane. Our situation within Garelochhead Community Park, along with our proximity to the shoreline allows us to enhance our outdoor learning.

In November 2023 we welcomed a review team from Argyll and Bute Council to our school who evaluated us against HGIOS outcomes 1.3, 2.3, 3.1 and 3.2. The whole staff team found the review process a worthwhile and helpful learning opportunity and provided us with clear next steps to continue our journey of improvement.

## Review of SIP | Priority 1: Improving Learning and teaching in writing at all stages

### Progress and Impact:

All teaching staff completed CYPIC Writing training provided by the PT and this approach has been embedded as part of our teaching practice from P2-P7 building on a successful small-scale trial last session. Feedback from staff and pupils regarding this writing approach/intervention has been overwhelmingly positive and 100% of pupils surveyed indicated that they had a clear focus for improving their attainment in writing. Year groups who adopted the CYPIC approach have seen an increase in children attaining their expected levels of between 20-44% over the course of the school session with the exception of P2:

Stage	Expected Level at June 24	Percentage achieving	Percentage increase from previous session
P1	EX	80%	+20%
P2	EB	66.67%	-13.33%
P3	ER	87.5%	+23.86%
P4*	1X	100%	+20%
P5	1B	50%	+44.74%
P6	1R	44%	+19%
P7	2X	85.71%	+22.06%

**\*One of the key measures of success in SQR from last session was for all 100% achievement of First Level at P4**

Through observations almost all of our N4/N5 and early level pupils are engaging positively within their literacy rich environments. Recorded evidence shows almost all children building knowledge and skills around reading, writing and listening & Talking.

75% of parents attended our ELC parent workshop exceeding our aim of 60% for engagement. Their feedback demonstrated an increased understanding of the Early Level curriculum and were more confident in supporting their child's learning.

Whole staff analysis of SNSA data highlighted that spelling and grammar (tools for writing) are areas which require additional focus.

### Next Steps:

- Continued moderation with other colleagues in HALCO area.
- Development of High Quality Assessment with cluster colleagues for transition.
- P4-P7 will carry out CYPIC model in Term 1 and if data shows ongoing requirement then in Term 3.
- P1-P3 should have a renewed focus on phonics through the introduction of Read, Write Inc programme.
- P4-P7 will have a renewed focus on Spelling through the re-introduction of Nelson Spelling.

## Review of SIP | Priority 2

**Progress and Impact:** Planning, assessment and moderation in writing

**OCTF – Key Objectives 1 and 2 – Raise educational attainment and achievement for all; Use performance information to secure improvement for children and young people.**

**NIF Priority – Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children.**

**Quality indicators: 1.2, 1.5, 2.2, 2.3, 2.4, 3.2**

**100% of learners across school and ELC will experience IDL which is progressive and demonstrates breadth, challenge and application**

Our refreshed approach to planning and delivering a cohesive and planned IDL across the school has engaged and provided challenge for our learners as evidenced through our qualitative feedback gathered. Our child led approach to planning engaged learners particularly in Term 3 where pupils chose and helped to plan their own 'People, Past Events and Societies' theme. Quality assurance of teacher planning provided evidence of the Learning, Teaching and Assessment cycle being considered by all staff as an integral part of the planning process.

**100% of pupils will have clear next steps for improving their writing;**

Through assessments in writing and moderation activities teachers have been able to give high quality feedback to pupils on their next steps in writing. This has allowed children to become aware of their own personal writing targets and know which steps are required to achieve these targets with support from their class teacher.

**100% of pupils will complete a high quality assessment piece which shows their progress in writing.**

As part of our cluster moderation of writing teachers worked with colleagues from other local schools to plan and then deliver High Quality Assessments for all stages which have been used to provide opportunities for children to apply their writing skills in a variety of contexts. We plan to continue this partnership working this session as teachers work together to plan more High Quality Assessments with staff from cluster schools. The use of High Quality Assessments in writing allowed teachers to gather evidence relating to the writing benchmarks and plan next steps for learners.

**Achievement of a level in writing for P1, 4 and 7 will reflect an increase of 15% points from session 2022/2023**

We were able to achieve and exceed our target of a 15% increase in attainment for stages P1, P4 and P7 in writing in session 2023/24.

**Next Steps:**

- All school staff will be trained in the Improving Writing approaches and it will be used in P5/4, P6 and P7 during Term 1 of session 23/24. If required, it will also be used again during Term 3.
- The focus will be to ensure that 100% of learners at P4 achieve 1<sup>st</sup> Level however, there will be wider school target that ensures a high quality of teaching – this will again connect with the work being undertaken with Rosenshine's Principles in Action, and on Moderation in writing.
- Staff will be taking part in the authority Moderation programme of writing and working with Cardross and Rosneath primaries from the local area.
- Ensure that ELC staff are providing opportunities for mark making and development of Fine Motor Skills throughout the year.

## Review of SIP | Priority 3

**Progress and Impact:** Embedding approaches to UNCRC and Children's Rights across the establishment

**OCTF – Key Objectives 3 – Ensure young people have the best start in life and are ready to succeed.**

**NIF Priority – Placing the human rights and needs of every child and young person at the centre of education; Improvement in children and young people's health and wellbeing. Quality indicators: 2.4, 3.1, 3.3**

**100% of pupils within Garelochhead Primary School and ELC will have a strong understanding of our school's vision, values and aims and will demonstrate these values throughout the school day**

Evidence gathered through pupil focus groups has demonstrated a strong understanding amongst pupils of all stages around our Vision, Values and Aims. We reinforce these through our assemblies, wall displays and classroom charters.

**100% of our pupils will be able to describe 2 of their rights and the impact that these rights have on their lives within school**

The ABCDE of Children's Rights is displayed in our school hall for all to see and engage with. We make reference to this during assemblies to articulate and reinforce understanding.

Each staff member can nominate a child for their Rights Respecting Pupil of the Week. This is celebrated in assembly and the successful children have hot chocolate with the Head Teacher.

Building on our work relating to values and rights we have drafted a new Positive Relationships Policy which takes cognisance of these. The draft policy is currently under consultation and will be finalised in session 2024/25.

### Wellbeing Web data

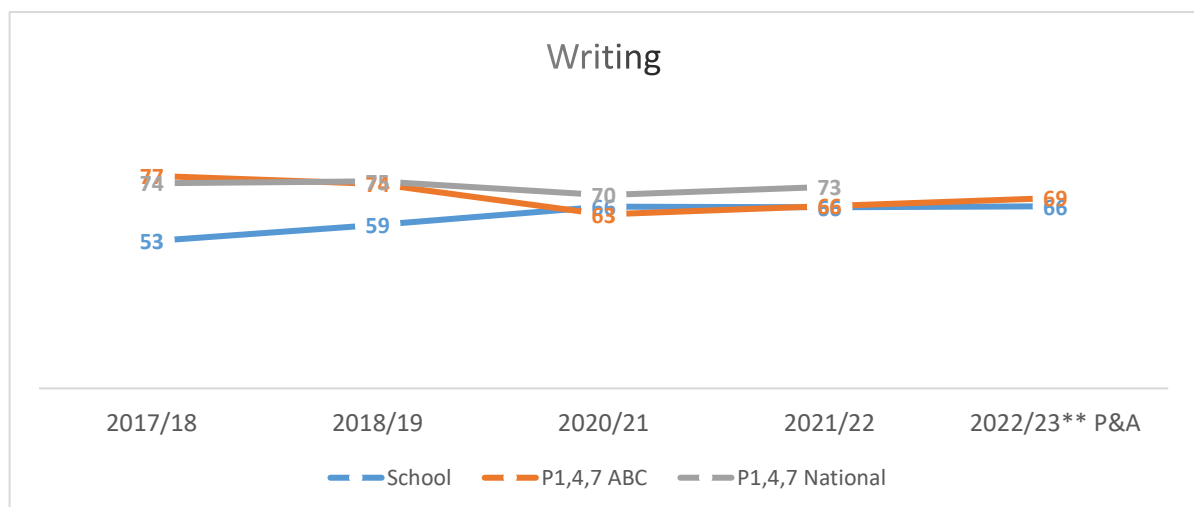
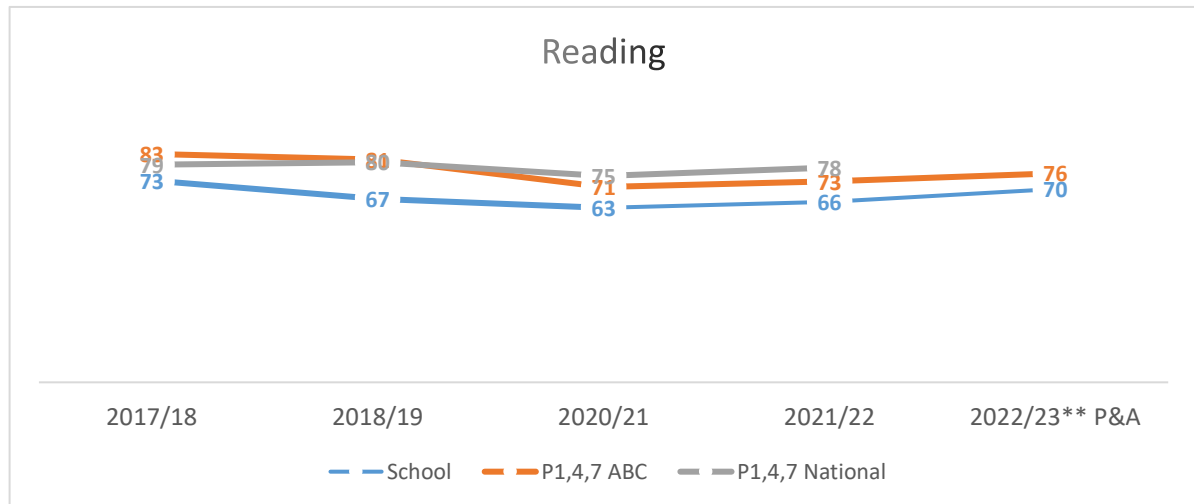
While we started work on the use of Wellbeing Webs to gather wellbeing information we do not have a full data set for session 23/24. This has been picked up in our school improvement plan for session 24/25 using Term 1 and 2 data from last session as a baseline.

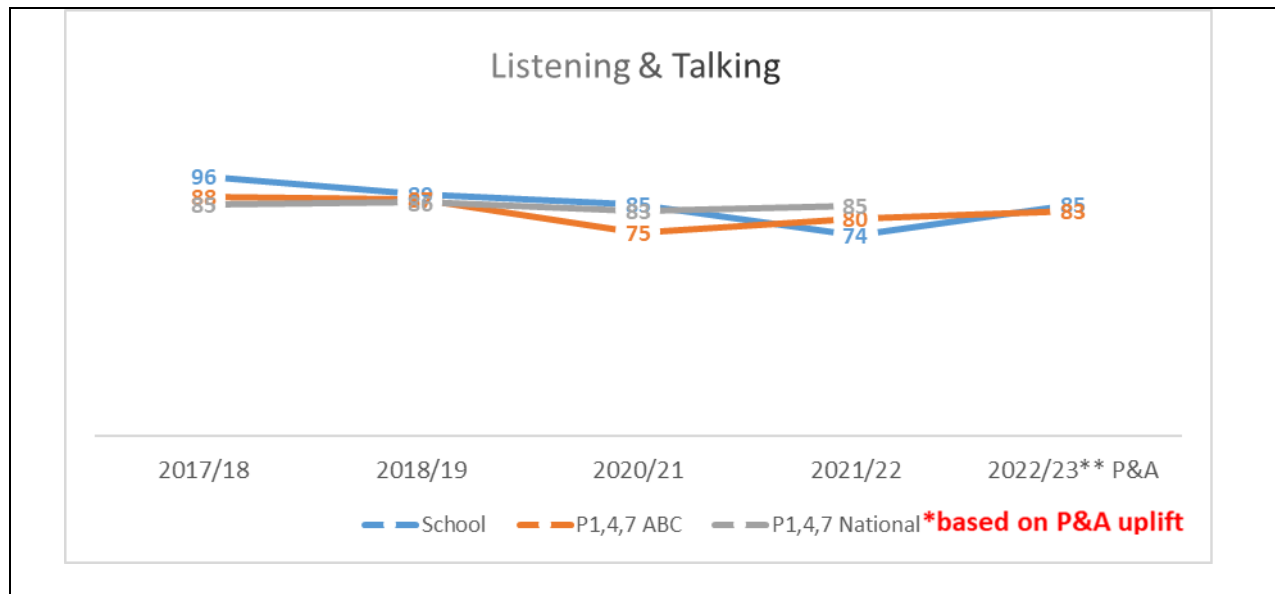
### Next Steps:

- Embed the termly use of Wellbeing Webs to collect data on pupil wellbeing across the school and plan interventions to support accordingly.
- Consult stakeholders and launch refreshed positive relationships policy alongside staff training around key aspects including nurturing approaches.
- Continue to share and embed school values through class charters and celebrations of achievement.

## 1.1 Attainment Data

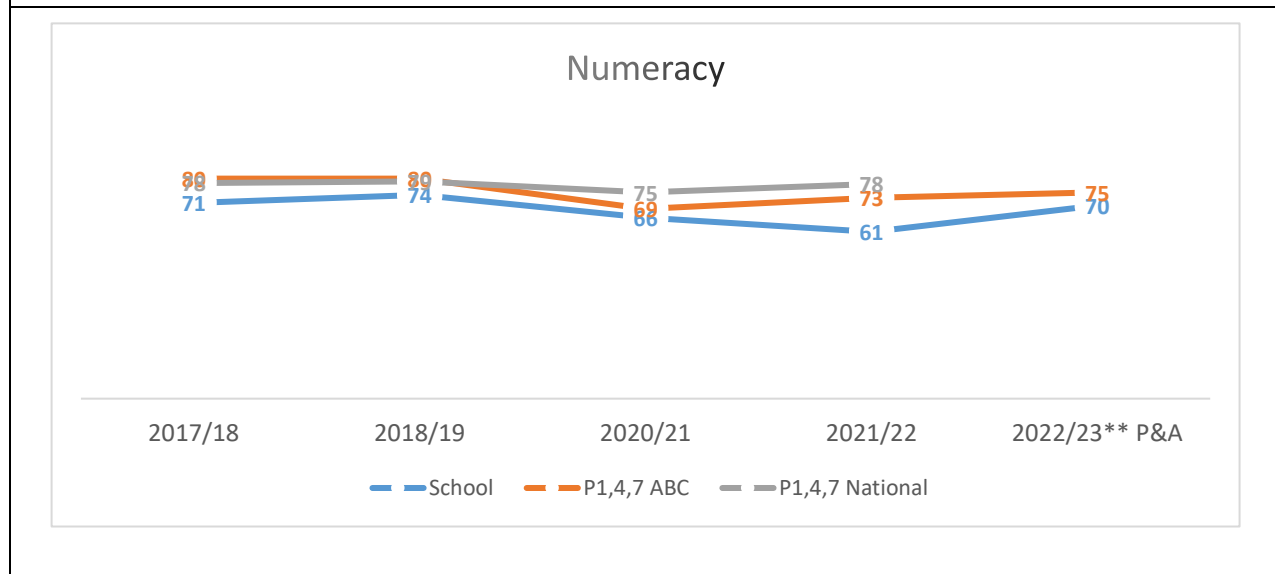
Attainment of Literacy Curriculum for Excellence levels 2017/18, 2018/19, 2020/21, 2021/22 and 2022/23.  
(Teacher judgement – confirmed levels – 5 year trend).





## 1.2 Attainment Data

Attainment of Numeracy Curriculum for Excellence levels 2017/18, 2018/19, 2020/21, 2021/22 and 2022/23. (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?

In response to feedback from pupils and parents, we re-established clubs throughout session 2022/23, setting aside 15 hours in our WTA for this purpose. Pupils were asked during House sessions what kinds of clubs they were looking for and a rolling programme over three terms was created to ensure that there was a wide range and as many pupils could attend as possible. An average of 70% of our pupils attended these clubs, provided by both teaching and support staff.

All pupils and staff were involved in the selection of our four House Captains (from P7) and Vice Captains (from P6) during elections in Term 1. Each candidate ran a campaign assisted by their peers and presented to their Houses during an assembly. The successful captains and vice-captains worked throughout the school year to gather pupil views and represent the school during visits, acting as guides and serving teas and coffees at various events.

In a change to previous years, all pupils from primaries 1 to 4 took part in our Christmas nativity which they performed over three occasions – to their fellow pupils, their parents and also to the local Oasis group and grandparents.

All pupils took part in small enterprises during the session and sold their produce at the Parent Council Christmas Fayre in December and during our Open Afternoon in June. Many of these enterprise activities used materials gathered in our local community woodlands and beaches to encourage sustainability.

All classes created, rehearsed and performed assemblies this session which they shared with our local community and their peers. Each child was listened to and their views were heard, and each child was given a role which suited their needs and personality.

Garelochhead Primary took part in different sporting events with the local HALCO schools including football, netball and cross-country. To ensure that this was accessible to all, the school invested in various different kits and shoes for our pupils to use.

Next steps for the school are clear and we wish to become more systematic with our approach to tracking wider achievement. We will be introducing wider achievement assemblies, regularly asking our parents/carers/pupils to share their wider achievement and will build tracking of wider achievement into our Tracking and Monitoring so that we can ensure that we are targeting participation for all.



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

PEF funding has been used this session in two ways:

1. Provide weekly teacher-led nurture sessions within the Gareloch Room for identified pupils from P3-7;
2. Double the Pupil Support Assistant hours in school from 6.75 to 13.5 to work with identified pupils from P1-4.

Nurture based approaches are being embedded across the school, working through the Our Children Their Nurturing Education accreditation – we will have achieved Silver by November 2023. The use of PEF to fund weekly sessions has ensured that identified pupils have had a more intensive nurture approach to build resilience, work on social interactions and ensure that these pupils feel supported and safe within school. Training with Boxall profiling has allowed for greater understanding of the needs of those pupils accessing the nurture room and ensured that planning for them is appropriate. One of the key measures for pupils attending the Gareloch Room was an increase in attendance and a decrease in late coming, all of which have been achieved. In addition, we were looking for fewer instances of distressed behaviours so that identified pupils were all spending greater amounts of time within class. This has led to all pupils accessing the Gareloch Room increasing their attainment across the year in literacy and numeracy. Whilst Gareloch Room provision will be continuing, it will be done through our Pupil Support Teacher allocation for session 23/24 which has risen to 0.6FTE.

The PSA hours have been used to ensure that targeted pupils received daily support with phonics, reading and spelling. These pupils were identified through tracking and monitoring and assessments at the beginning of the session. They received weekly sessions with the Pupil Support Teacher, who then liaised with the PSA to create short tasks to be completed on a daily basis, with both adults communicating regularly to discuss progress and next steps. In this way each pupil was receiving instruction on areas where they required more support. Analysis of XBRA and ACEL data for these targeted pupils showed improved attainment across the session, with further progress being made than in the previous academic year. As this has been successful, PEF monies will continue to be used to provide this targeted support during session 2023/24. We will also be considering how we can use this approach with pupils requiring additional support in primaries 5-7.

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6) *
<b>1.1</b> Self-Evaluation for Self-improvement	<ul style="list-style-type: none"> <li>• Staff demonstrate a greater understanding of the importance of self-evaluation</li> <li>• We have begun to use effective approaches to ensure all stakeholders are involved in regular self-evaluation</li> <li>• All teaching staff use tracking and monitoring data to inform next steps</li> <li>• Teachers and support staff actively seek CLPL opportunities</li> <li>• We are using attainment data more effectively to develop next steps for learning and CLPL</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes of collegiate sessions</li> <li>• Collegiate Calendar</li> <li>• Evidence of consultations with pupils, parents and staff</li> <li>• Peer observations</li> <li>• Forward plans</li> <li>• Records of additional support for individual pupils</li> <li>• PRD processes engage staff in self-evaluation and next steps for CLPL</li> </ul>	3
<b>1.3</b> Leadership of Change This QI also focusses on the following aspects of empowerment: <ul style="list-style-type: none"> <li>• curriculum;</li> <li>• improvement activities;</li> </ul>	<ul style="list-style-type: none"> <li>• The school and the school community have ownership over the school vision, values and aims</li> <li>• The school is developing a relevant curriculum rationale and curriculum design</li> <li>• Almost all staff and the school community contribute to the planning of change and contribute to it</li> </ul>	<ul style="list-style-type: none"> <li>• School vision, value and aims embedded within our school community with plans within our SIP to review in 2023-24</li> <li>• Minutes from parent Council meetings</li> <li>• Minutes from collegiate sessions</li> <li>• Collegiate QI calendar and Working Time Agreement</li> </ul>	3

<ul style="list-style-type: none"> <li>parental and community engagement; and</li> <li>pupil participation.</li> </ul>	<ul style="list-style-type: none"> <li>Time is dedicated to professional dialogue, collegiate learning and self-evaluation</li> <li>We are building effective strategies to monitor and evaluate changes and the outcomes for all learners</li> <li>We provide a range of opportunities and support to ensure our pupils are taking responsibility for their own learning</li> <li>Our learners are supported to develop the necessary resilience and confidence to make decisions about their own learning and to lead others' learning</li> <li>Our staff routinely engage in career-long professional learning (CLPL) and are trying to develop enquiring and coherent approaches which build and sustain practise across the school</li> </ul>	<ul style="list-style-type: none"> <li>PRD discussions and staff training</li> <li>Pupil and parent feedback</li> <li>House system</li> </ul>	
<b>2.3</b> Learning, teaching and assessment	<ul style="list-style-type: none"> <li>Almost all children are eager and active participants who are engaged, resilient, highly motivated and interact well with activities</li> <li>All learners exercise choice</li> <li>There is appropriate use of digital technology</li> <li>Most pupils understand the purpose of their learning</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observations</li> <li>Examples of high quality assessments</li> <li>Standardised assessments</li> <li>Pupil feedback</li> <li>Intervention planning and Child's Plans</li> <li>ACEL data</li> </ul>	3

	<ul style="list-style-type: none"> <li>• Most pupils contribute to the wider community in a range of activities</li> <li>• Most pupils know their views are sought and acted upon</li> <li>• A range of teaching approaches are used</li> <li>• We implement appropriate and well timed interventions</li> <li>• Feedback is used to support learning</li> <li>• A variety of assessments are used that demonstrate challenge, depth and application</li> <li>• Our assessment data is valid and reliable</li> <li>• We plan over different timescales</li> <li>• All learners are engaged in planning some of learning</li> </ul>	<ul style="list-style-type: none"> <li>• XBRA data</li> <li>• Pupil reports</li> <li>• Liaison between support staff and teaching staff</li> </ul>	
<b>3.1</b> Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> <li>• All of our children can reflect on the SHANARRI indicators</li> <li>• Relationships across the school community are very positive and supportive and are based on mutual respect</li> <li>• All children are treated as individuals</li> <li>• We comply and actively engage with statutory requirements and codes of practice</li> <li>• We ensure inclusion and equity across the school</li> </ul>	<ul style="list-style-type: none"> <li>• PATHs curriculum throughout the school</li> <li>• Learners very knowledgeable of school values</li> <li>• Demonstration of values celebrated and rewarded</li> <li>• Strategic approach to gathering of Health and Wellbeing data through SHANARRI wellbeing webs and Boxall profiling throughout school session</li> <li>• Regular discussions with learners in class, and during one-to-ones to discuss SHANARRI indicators and identify supports required</li> </ul>	4

	<ul style="list-style-type: none"> <li>• All children feel supported to do their best</li> <li>• Use of OCTNE principles throughout school</li> </ul>	<ul style="list-style-type: none"> <li>• Nurture strategies evident throughout school</li> <li>• Chill room used on a daily basis provides safe space and has had a positive impact across the school</li> <li>• Gareloch Room used daily to allow pupils to develop social skills and positive attitudes towards learning</li> <li>• Seasons for Growth group used with pupils in P2 and P3, working with the Counselling team</li> <li>• School Counselling service used for specific pupils</li> <li>• Ongoing involvement of the School Health Team and local CAMHS staff to ensure needs of pupils are being met</li> <li>• Parental feedback</li> </ul>	
<b>3.2</b> Raising attainment and achievement	<ul style="list-style-type: none"> <li>• Some learners make good progress from their prior levels of attainment in literacy and numeracy</li> <li>• Most staff make effective use of assessments and their shared understanding of standards</li> <li>• There is a robust tracking system in place for all pupils</li> <li>• We have effective systems in place to promote equity of success and achievement for all</li> <li>• Pupil support teachers work with support staff to ensure consistency of approach and targeted working</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking and Monitoring</li> <li>• ACEL data</li> <li>• XBRA data</li> <li>• Standardised assessment results</li> <li>• SNSA</li> <li>• Collegiate calendar</li> <li>• Cross-Curricular planning</li> <li>• Child's Plans</li> <li>• Learning Support plans</li> <li>• Conversations with pupils</li> </ul>	3

\* Evaluation 6-point Scale:

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