



Standards and Quality Report 2023 - 2024

Name of school

Lochnell Primary School & ELC

Context of the school

Lochnell Primary School & ELC is a non-denominational school and nursery class situated in the remote, rural village of Benderloch. Our vision, values and aims are currently under review but form the basis of life, learning and teaching in Lochnell. Lochnell has a mixed-catchment, comprising families from a range of backgrounds which we embrace. Our current school role is 115, and nursery role is 28. Our core staffing has remained fairly consistent, although a new Headteacher was appointed at the start of the 2023-24 academic year following a period of management change. We have six classes, with two principal teachers, six teaching staff and five members of support staff working across these classes. We also have a pupil support teacher who works with us on a Thursday and Friday morning. Attendance is a barrier to progress for a number of our learners, and this is something that the school is continually trying to improve upon. The school's percentage ASN role is currently 41%, which shows an increasing trend, although a number of trained additional support need assistants are deployed across the school to support learning and learners. Whilst our over-all school role has remained fairly consistent, there have been 12 children leaving (primarily due to family relocation) and 8 children joining the school over the course of the year. This fluctuation has impacted on our predicted ACEL data as highlighted in appendixes 1 & 2.

Review of SIP | School & ELC Priority 1 "LIT: Raise attainment in writing"

Progress and Impact: (School)

1. A 'Teaching Writing in Lochnell' policy has been created with all teaching staff in order that best practice is being used across the school. The policy uses aspects of 'Talk for Writing', whereby children are assessed at the start of the term to establish prior knowledge and targets for learning. A model text is then selected by the class teacher to support children's understanding of the writing genre, and learning is based around this model text encouraging children to imitate, innovate and then invent their own texts within the genre. At the end of the term, children are assessed on their progress using the same marking criteria. The impact of this has been an increasing number of children engaging in and making progress with writing as evidenced in learner observations, learner conversations and tracking.

This differs somewhat in Primary 1; prior to beginning formal phonics instruction, the development of phonological awareness skills are prioritised. Skills are revisited and refined as required once more formal phonics lessons commence. Both 'phonological awareness activities' and 'phonics lessons' are play-based and hands-on to maximise engagement and impact positively on learning. Opportunities to promote language development in the Early Years through storytelling and using a multi-sensory approach are also planned for. Practical experiences provided have engaged learners in the writing process, encouraging them to imitate, innovate and then invent their own stories in line with our 'Teaching Writing in Lochnell' policy. The impact of this is that learners in P1 have become steadily more motivated to write and have demonstrated growing independence. They have begun to apply skills taught during adult-led direct teaching experiences in their child-led play sessions.

2. Teaching planners and assessment sheets have been created using the 'Routes through Writing' progression framework as well as Curriculum for Excellence (CfE) benchmarks to support professional judgement of progression, next steps and achievement of a curricular level (ACEL). The impact of this has been that staff have an improved, shared understanding of progress and next steps in writing and that progress/attainment over time is more easily recorded and evidenced.

3. A more robust system of tracking and monitoring learner progress has been established with teaching staff engaging in tracking meetings with the HT at 3x Progress and Attainment (P&A) checkpoints during the school year. The impact of this is that internal and authority P&A data is more robust and reliable.

4. Almost all learners have made progress in writing this year. The impact of this is that, in the majority of stages, more children are now on-track to achieve / exceeding expectations. This information is taken from appendix 1, figure 2 which shows data for children who were enrolled in the school at all three data check-points. Whilst P1 data has appears to decrease (appendix 1, figures 1&2), this is due to there being less robust evidence of attainment prior to starting P1 – the impact of work that we have done this year in tracking and monitoring with the school and ELC should prevent this from recurring in the future. P&A data between February and June '24 shows that P1 learners have also made progress, with more learners achieving Early Level than were predicted to in February. Due to some children leaving and new children starting in P3, figure 1 shows that predicted attainment for P3 learners decreased between October and June. Appendix 1, figure 2 shows that the attainment prediction was however accurate for those children enrolled at all three checkpoints and would therefore indicate that the decrease was due to a change in cohort.

5. In school moderation planning and evaluation meetings (term 1), and authority moderation planning and evaluation meetings (term 2-3) had a focus on writing. Staff planned learning experiences together and evaluated their impact in order to develop a better shared understanding of ACEL and P&A. The impact of this is that learners received more high-quality experiences, and staff had a greater shared understanding of ACEL and P&A.

Next Steps:

(School)

1. Policy to be revisited and reviewed with stakeholders in line with our developing curriculum rationale. Policy to also be developed to better inform learning and teaching of writing in Early years.
2. Planners and assessments to be used better to inform learner targets, and children to know their writing targets (2-3) each block from these assessments.
3. Tracking meetings to continue as part of quality assurance calendar.
4. Attainment data over time to continue to be tracked and evaluated. Better transition information to be used for learners going into P1 in order that data is accurate at all data uplift points.
5. Whilst moderation sessions will not focus on writing next year, collegiate planning will continue and a staff meeting will look at writing assessment to ensure that an agreed understanding of achievement will continue.

Progress and Impact:

(ELC)

1. A literacy lead was chosen in ELC, with a focus to develop a 'literacy rich environment'. The literacy lead has been successful in working towards this target through the following:

- Signs and labels have been introduced both indoors and outdoors
- Name labels were added to individual trays and above pegs, as well as self-registration and snack selection areas.
- Multiple feelings displays have been created and emotional check-ins encouraged.
- Mark-making materials have now been made available throughout the setting, including in our outdoor space
- A 'nurture nook' and 'story area' have been developed
- An efficient library book home-school system has been further developed
- Spaces within the setting have been adapted to ensure an accessible, free flow experience and to promote meaningful interactions.

As evidenced in our Care Inspectorate report, through learner observations and from tracking meetings, the impact of this has been that learners are demonstrating increased independence and are engaging more positively in play. Almost all learners have shown progress in their developmental milestones and engagement in Early Level literacy experiences.

2. Prior to beginning formal phonics instruction in P1, development of phonological awareness skills has been prioritised in ELC. Phonological awareness activities are play-based and hands-on. The impact of this has been increased engagement in phonological awareness activities from learners which has impacted positively on attainment.

3. Literacy tracking sheets have been introduced along-with developmental milestones trackers in order that nursery colleagues can better evaluate progress and achievement within CfE. The impact of this is that nursery colleagues have a better shared understand of progress and attainment which means that transition evidence into P1 is more reliable and robust. For learners, the transition into P1 is smoother with more resources and activities that interest the children at their level and stimulate curiosity and exploration. This also means that learners spend less time re-learning things that they already know, as all staff have a clear understanding of their level and next steps.

4. A more robust system of tracking and monitoring learner progress has been established with teaching staff engaging in tracking meetings with the HT at 2x developmental milestone checkpoints during the school year. The impact of this is that internal and authority P&A data is more robust and reliable.

5. Nursery colleagues shared in moderation with teaching colleagues, using the 'Up, Up and Away' resource to identify key areas for improvement and next steps. The impact of this was that greater consideration of nurturing, literacy rich spaces was given in the playroom and outdoor environment.

6. All nursery colleagues engaged in CLPL with Mary Pat MacConnell. The impact of this has been improvements in the nursery environment, planning, and experiences provided to the children. Staff feel more up-skilled and empowered.

7. HT and PT attended Care Inspectorate early years improvement training. HT also attended ELC Leadership CLPL with Dr Marion Burns. The impact of this was that a strategic action plan was developed with colleagues in order to support nursery development.

Evidence of impact for the above can also be found in our recent inspection report, published by Care Inspectorate at:

<https://careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=319112>

Next Steps:

(ELC)

1. Literacy leadership area to continue in nursery and target to be agreed upon in August INSET day.

2. PT to provide support for additional challenge literacy experiences and provocations in order to support pre-school children's phonological awareness development.
3. Colleagues to continue using literacy tracking sheets, and also use these to support and inform planning and next steps.
4. Tracking meetings to continue as part of quality assurance calendar.
5. Nursery to be part of all moderation planning and evaluation sessions alongside school staff.
6. CLPL opportunities to be taken and embraced. All staff to visit at least one other ELC setting as part of their CLPL and nursery development.

Review of SIP | School & ELC Priority 2

"NMU: Raise attainment in numeracy and maths"

Progress and Impact: (School)

1. Teaching planners and assessment sheets have been created, based on both the 'Glasgow Counts' and 'Highland Numeracy Progression', frameworks as well as Curriculum for Excellence (CfE) benchmarks to support professional judgement of progression, next steps and achievement of a curricular level (ACEL). The impact of this has been that staff have an improved, shared understanding of progress and next steps in writing and that progress/attainment over time is more easily recorded and evidenced.
2. A more robust system of tracking and monitoring learner progress has been established with teaching staff engaging in tracking meetings with the HT at 3x Progress and Attainment (P&A) checkpoints during the school year. The impact of this is that internal and authority P&A data is more robust and reliable due to increased confidence in teacher professional judgement.
3. Most learners have made progress in numeracy and mathematics this year. The impact of this is that, in the majority of stages, more children are now on-track to achieve / exceeding expectations. This information is taken from appendix 2, figure 2 which shows data for children who were enrolled in the school at all three data check-points. Data does show that this is not consistent across all stages and indicates that further work should be done on this. As such, a refocus on numeracy and mathematics pedagogy is planned for next session in the SIP.
4. In school moderation planning and evaluation meetings (terms 2 & 4) had a focus on numeracy and mathematics. Staff planned learning experiences together and evaluated their impact in order to develop a better shared understanding of ACEL and P&A. The impact of this is that learners received more high-quality experiences, as evidenced through planning and observation, and staff had a greater shared understanding of ACEL and P&A.
5. PT has trained as a Young STEM Leader Trainer, and has developed STEM across the curriculum over the last 12 months with an emphasis on developing opportunities to learn maths through STEM contexts (e.g. coding through coordinates, bearings, direction, information handling and angles). The impact of this is that learners have had high-quality opportunities to explore numeracy and mathematics outcomes through STEM. Such opportunities were: All P3-P7 learners, and a few P2 learners, were taught the skills to access and navigate learning resources on Code.org. Through this, children were developing numeracy and maths skills (such as position, coordination and shape) by using computer code (block programming) to solve problems and create their own games/solutions.
 - All P3-7 learners have used Lego Spike to engage in design challenges, using code to solve problems linked to mathematics and other areas of the curriculum.

- All P7 learners have engaged in the 'Young STEM Leaders' (YSL) Course and have led STEM activities for learners and parents. YSL shared their STEM activities with parents/carers during open afternoons, which have allowed parents to learn more about our STEM curriculum and resources. YSL also surveyed P4-6 learners in order to gather feedback on their skills, knowledge and understanding as well as the YSL leadership skills from the Whole School STEM day.
- Four P6 learners visited the STEM Expo Glasgow to inspire next year's STEM Leaders and bring ideas of how to better engage learners with numeracy and maths, through STEM, back to Lochneil.
- Creation of STEM Resource area for school in the Open Area, organised by P7 Young STEM Leaders. This allows all classes to access microscopes, make-do, microbits and SPIKE kits to enhance the curriculum.

The impact of this, for colleagues, has been an enhanced understanding of pedagogy that will support the development of numeracy and mathematics outcomes through STEM. All p3-7 teachers engaged in Professional Development to become confident in setting up Lego Spike with the class and how to organise and store the resources and develop a language for coding. All teaching staff also engaged with CLPL from Paul Malcom (STEM development officer) on Enquiry Approaches in Science and Maths. The impact of this for learners has been: increased opportunities for leadership, STEM experiences, a greater awareness of gender bias in STEM subjects, access to additional resources to support with STEM development, and opportunities for wider life and learning.

6. We were successful in applying for Drax funding (£2000) ACHA Funding (£1000) to purchase additional, new iPads. The impact of this will be that more children are able to access high-quality digital learning across our school and ELC, such as daily access to Sumdog for targeted intervention groups.

7. PT has shared ABC and National resources with Staff (such as the new [ABC Stem Website](#)). Almost all staff have engaged with these resources. The impact of this is that staff have access to a wider range of resources and provocations to support learning and teaching in numeracy and maths.

8. HT strategic leadership plan for 'Into Headship' course had a focus on numeracy and mathematics across the school and ELC. The impact of this was that strategic planning had a good grounding in theory as well as practice.

Next Steps: (School)

1. Policy to be developed with stakeholders in line with our developing curriculum rationale.
2. Planners and assessments to be used better to inform learner targets, and children to know their numeracy and mathematics targets (2-3) each block from these assessments.
3. Tracking meetings to continue as part of quality assurance calendar.
4. Attainment data over time to continue to be tracked and evaluated. Better transition information to be used for learners going into P1 in order that data is accurate at all data uplift points.
5. Moderation and collegiate planning will continue to ensure that an agreed understanding of achievement will continue.
6. PT STEM focus to remain part of remit in 2024-25 session.

Progress and Impact:**(ELC)**

1. A numeracy lead was chosen in ELC, with a focus to develop a 'numeracy rich environment'. The numeracy lead has been successful in working towards this target through the following:

- STEM, counting/sorting and mark-making materials have now been made available throughout the setting, including in our outdoor space
- Numeracy displays have been added in the nursery and outside
- Numeracy/mathematics provocation have been made more of in playroom and outdoor spaces – e.g. measuring jugs in the water play

The impact of this has been that learners are demonstrating increased independence and are engaging more positively in play as evidenced through observations, learner conversations, and tracking. Almost all learners have shown progress in their developmental milestones and engagement in Early Level numeracy experiences.

2. Prior to beginning formal numeric instruction in P1, development of number recognition, formation and awareness is prioritised in nursery. Numeracy activities are play-based and hands-on. The impact of this has been increased engagement in numeracy/maths/STEM activities from learners which has impacted positively on attainment.

3. Numeracy tracking sheets have been introduced along-with developmental milestones trackers in order that nursery colleagues can better evaluate progress and achievement within CfE. The impact of this is that nursery colleagues have a better shared understand of progress and attainment. For learners, the transition into P1 is smoother with more resources and activities that interest the children at their level and stimulate curiosity and exploration. This also means that learners spend less time re-learning things that they already know, as all staff have a clear understanding of their level and next steps.

4. A more robust system of tracking and monitoring learner progress has been established with teaching staff engaging in tracking meetings with the HT at 2x developmental milestone checkpoints during the school year. The impact of this is that internal and authority P&A data is more robust and reliable.

5. Nursery colleagues shared in moderation with teaching colleagues to identify key areas for improvement and next steps as well as for developing a better shared understanding of progress & achievement. The impact of this was that greater consideration of nurturing, literacy rich spaces was given in the playroom and outdoor environment.

6. All nursery colleagues engaged in CLPL with Mary Pat MacConnell. The impact of this has been improvements in the nursery environment, planning, and experiences provided to the children. Staff feel more up-skilled and empowered.

7. HT and PT attended Care Inspectorate early years improvement training. HT also attended ELC Leadership CLPL with Dr Marion Burns. The impact of this was that a strategic action plan was developed with colleagues in order to support nursery development.

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Next Steps:**(ELC)**

1. Numeracy leadership area to continue in nursery and target to be agreed upon in August INSET day.
2. PT to provide support for additional challenge numeracy experiences and provocations in order to support pre-school children's numerical development.
3. Colleagues to continue using numeracy tracking sheets, and also use these to support and inform planning and next steps.
4. Tracking meetings to continue as part of quality assurance calendar.
5. Nursery to be part of all moderation planning and evaluation sessions alongside school staff.
6. CLPL opportunities to be taken and embraced. All staff to visit at least one other ELC setting as part of their CLPL and nursery development.

Review of SIP | School & ELC Priority 3

"Become a 'Rights Respecting' (RRS) establishment"

Progress and Impact:**(School & ELC)**

1. A Pupil Council was established (12 learners across P1-7) and became the 'Steering Group' for the Rights Respecting Schools Award (RRSA). The group was established through an election process, with all learners having the opportunity to make a speech and engage in a democratic vote in class (August 2023). Learners in the school and ELC were all made aware that the pupil council would drive the RRSA during our introductory assembly. As the group is of mixed ages, older learners support the younger learners within the group to support the younger classes to share their views and opinions. The Steering Group meets fortnightly with our PT and have also met with our HT to discuss progress and suggestions for leading RRSA.

The impact of the RRSA steering group work has been that the RRSA work is regularly shared at assembly and is an important part of our school. All class charters are now linked to the UNCRC. Children's voice is more evident across the school and ELC with the following suggestions taken forward and actioned:

- Have researched climbing frames and engaged with playground companies, and planned and carried out fundraising activities to facilitate this and following all learners being surveyed about improvements they would like to see
- Created a friendship bench for our playground
- Proposed 'Action Club' to allow an opportunity for learners to take action towards local and global issues.

Other achievements and actions of the RRSA steering group include:

- Engaging with the Children's Parliament Consultation
- Working with the Children's Parliament to send a 'Global Justice Song' to be shared at the next Children's Parliament Meeting with John Swinney in June 24.
- Creating an RRSA display in the school

- Creating a learner-led newspaper group – a platform for children to voice their views and opinions.
- Pupil Council Suggestion Box (Checked weekly)
- ‘Agents of Change’ Lunchtime Club (Started in Term 4)
- Pupil Council and Eco Committee attended Q&A session with the Environmental Secretary positing their concerns and questions in relations to the UNCRC and the SGD’s (30/11/23)

The impact of the RRSA steering group on learners across the school and ELC has been:

- All learners have engaged with UNCRC learning, stories, songs and presentations during weekly assemblies.
- All classes have watched the UNCRC Scotland Video, read stories and discussed the difference between ‘rights’ and ‘wants’.
- Almost all children are more familiar with UNCRC, and UNCRC poster is displayed in each class
- IDL work makes reference and is linked to UNCRC and Global Goals
- All learners, had/took opportunities to fundraise for children who do not have their rights and who are affected by war in Gaza and the work done by UNICEF through the RRSA

All teaching staff worked in collaboration to develop our Promoting Positive Behaviour Policy which is linked heavily to UNCRC. All staff have also contributed to collaborative planning for the Bronze Award (Silver Strands). The impact of RRSA focus for school and ELC colleagues has been:

- Increased leadership opportunity for PT who has dedicated time each week to work on RRSA with the Pupil Council Steering group and has attended the RRSA Bronze Course (21/9/23)
- All staff have improved their understanding of UNCRC and RRSA, and engaged in a Spotlight Training Session, introducing the concept of the RRSA using online e-units, on RRSA website (November 23). All staff have access to UNCRC which is displayed in each class and given to all staff

We were successful in achieving our Bronze RRSA award and have started working towards our silver award. We have engaged our wider learning community through Seesaw, Twitter and Parent Council announcements/meetings about our RRSA work. Parents have received a Parent letter and Seesaw Post including the full convention of the UNCRC and were given the opportunity to get involved the work of RRSA within the school.

Next Steps:

- PT visiting or meeting online with another local school who have achieved Silver RRSA. Steering group visiting/meeting online the steering group of that school. Support from authority RRS lead, Kathleen MacDonald
- Playground leaders to be trained in peer-mediation (inclusive, clubs, play, safety)
- Action club to be continued
- Silver award to be applied for and achieved

Review of SIP | School & ELC Priority 4

“Develop a quality, robust assessment and tracking framework & policy”

Progress and Impact:

(School)

1. A quality tracking framework was established with the school for literacy, numeracy. All teaching staff use progression trackers, based on benchmarks, in literacy and numeracy as part of planning and assessment. Tracking meetings are held at data uplift points (October, February, June) in which every learner is discussed in detail looking at their progress based on benchmarks in numeracy, maths and health and wellbeing as well as standardised assessments. The impact of this is that attainment data is now more robust, triangulating evidence which gives a more accurate picture of learner attainment over time. Where there are learners who are not achieving expected levels, these conversations provide a useful professional dialogue to consider why, which specific areas are not being attained, and how we can support progression for the young person. The impact of this has been an improvement in children who are on-track to achieve / exceeding in almost all classes this year.
2. Forward planning documents for literacy and numeracy/maths include progression trackers for each stage which lead to the benchmarks. This gives colleagues a much clearer understanding of skills and experiences to best support learners at each stage within a curricular level. The impact of this has been learning and teaching at a level more appropriate to the children, providing appropriate challenge and a greater understanding of how to differentiate outcomes to meet the needs of learners working at a lower/higher level. This is evidenced from classroom observations, professional dialogue and attainment over time.

Next Steps:

(School)

Create a policy and rationale for assessment with all stakeholders which details tracking progress and attainment in Lochnell. The impact of this will be that new/supply staff will have a clear understanding of tracking progression in Lochnell.

Expand progression frameworks and tracking to other areas of the curriculum.

Progress and Impact:

(ELC)

A quality tracking framework was established with the ELC for literacy, numeracy and developmental milestones. Tracking meetings are held at data uplift points (November, June) in which every learner is discussed in detail looking at their progress based on benchmarks in numeracy, maths and health and wellbeing, as well as their developmental milestones. The impact of this is that attainment data is now more robust and colleagues have an improved understanding of next steps for learners. This is also evidenced in our latest care inspectorate report, which has seen an improvement from adequate (3) to good (4) in all areas. For learners, the transition into P1 is smoother with more resources and activities that interest the children at their level and stimulate curiosity and exploration. This also means that

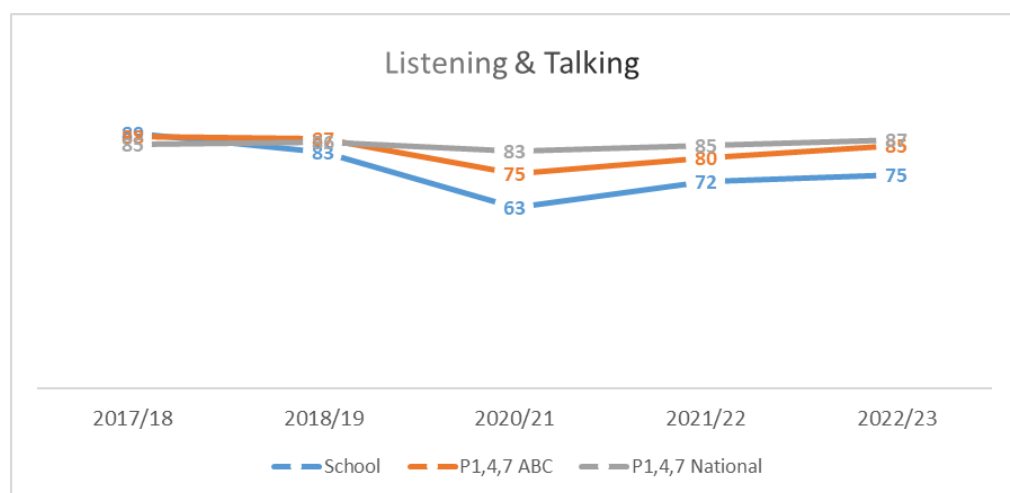
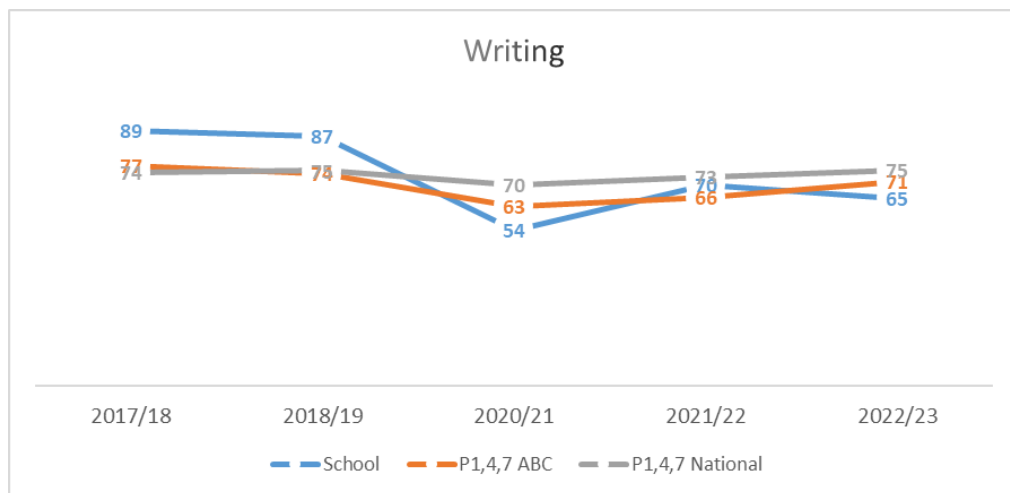
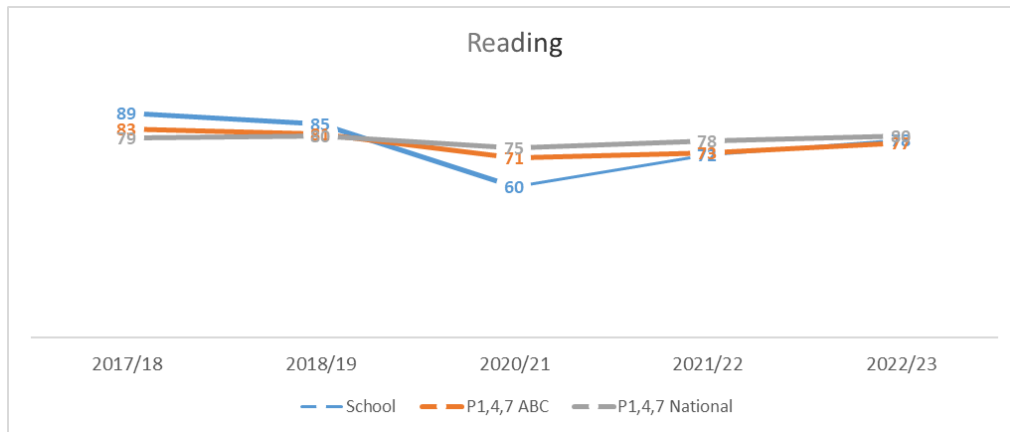
learners spend less time re-learning things that they already know, as all staff have a clear understanding of their level and next steps.

Next Steps:**(ELC)**

Create a policy and rationale for planning and tracking with all stakeholders which details how progress, attainment and next steps are tracked for individual learners. The impact of this will be that new/supply staff will have a clear understanding of planning and tracking in Lochnell.

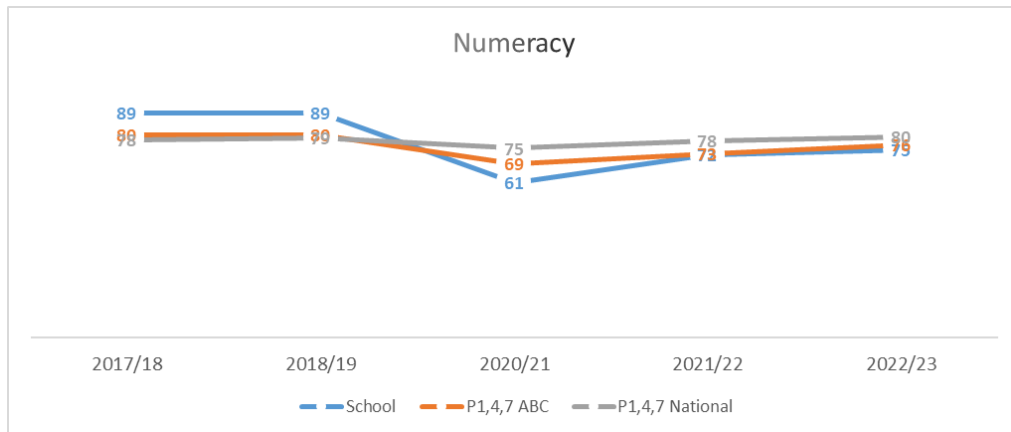
1.1 Attainment Data

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



1.2 Attainment Data

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



Please Note:

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

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

Wider achievements

- What opportunities for wider achievement were offered?
- What systems are in place to track and monitor participation?
- How have you addressed any gaps in participation?

Opportunities for wider opportunity offered were:

- Weekly assemblies for school and ELC with a focus on singing, learning Makaton/BSL, Gaelic focus, celebrating achievement and anti-bullying focus
- All P7 learners had leadership roles in school (school captains, clan captains, digital leaders, sports leaders and eco leaders)
- Jo Hall (author) visit to nursery and P1 (twice through the year) – maths focus and eco focus
- ELC-P2 nativity (McTivity) and P3-7 Pantomime (Aladdin Trouble) allowed learners across the school and ELC to perform and develop their presentation and expressive skills.
- HT and PT trained in Seasons for Growth (SfG) which was offered to all learners, and up-taken by three groups of 8 learners (P1-3 group, P4-5 group, P6-7 group)
- 'Seasons for Growth' parent/carer information session and 'Teaching Writing in Lochnell' parent/carer information session (3.10.23) to support parent/carer understanding of learning and curriculum offer in Lochnell.
- P4-6 trip to Glasgow (Kelvingrove Art Gallery and Transport Museum)
- P6-7 trip to Edinburgh (Scottish Parliament and Dynamic Earth)
- Hallowe'en and Summer disco
- Parent Council Hallowe'en party
- Helen Daniels (nurture teacher) working with P2 teacher and P2 learners to support inclusive practice and nurturing ethos
- Fire Safety Talk (P5-7) from Fire Department
- Swimming for all P4-5 learners (4-week block)
- Term 2 after-school basketball club lead by P7 leaders, supported by school adult, for P4-7 learners
- Pipes/chanter, violin (P5-7) and Gaelic singing lessons (P1-7) offered. Performance opportunities throughout the year for learners taking part in this, including at the Oban Local Mod.
- Burns night community ceilidh for all learners and families as well as wider community. Learners had the opportunity to perform and take part in Scottish Country Dances.
- Drama club offered to all learners in P4-7. Drama group performed at both the Lorn and the North Lorn drama festivals as well as in the Victory Hall
- P7 week-long residential to Lockerbie Manor
- 4x P6 learners took part in the Oban High School Maths Fest.
- Scotland Week for all ELC and school learners with a focus on Scots language and culture. This culminated in a Scottish Verse Recital competition: all learners recited Scottish verse for their class, and classes voted for two finalists from their class/stage to perform in the Scottish Verse Recital competition.
- Multiple STEM staff training CLPL sessions for all staff
- Literacy week, celebrating all aspects of literacy and encompassing World Book Day.
- Athletics coaching and team developed for competition.
- Gymnastics coaching and team developed for competition.
- P2-3 trip to Deep Sea World in North Queensferry
- Whole school STEM Day collaborating with OHS, YSL's and inviting parents in for a sharing of learning (22/3/24)

- Whole School IDL Term 4 - STEM focus and engagements from UHI STEM Outreach Jo Oliver and Mia from SAMS working with classes to collaborate on IDL (Plants, Energy and Animals. Involving local STEM leads created an opportunity to learn more about STEM through our local marine landscape.
- PT presented Lochnell's STEM journey at the Scottish Education STEM Network Meeting in May. Sharing good practise in developing STEM curriculum and using the YSL programme within the school and community.
- Class trips to work with / sing to / share with residents of Etive Care Home
- Kilmartin Museum staff visit to P2.
- Visits to Tralee Beach, 'Pat's Garden', and/or Beinn Lora for all learners throughout the year.
- RNLI water safety presentation to support all learners
- Multiple Open Afternoons across the year for children to take their parents/carers on their learning journeys.
- Partnership working with Gillian Walker (active schools) and OHS sports leaders throughout the year.
- P5-7 work with 'Heartstart' to support life-saving skills development
- P1 and P5/4 trips to Dunollie Rainforest to learn more about temperate rainforests.
- Science centre outreach workshops for all P1-7 learners
- P1 trip to Kinlochlaich Gardens
- Oban Local Mod (for children learning Gaelic song, fiddle, chanter/pipes)
- Bikeability (PT and Janitor trained along with parent instructor) for all P7 learners.
- P1 Trip to Fyne Den
- P7, P6/5, P5/4 & P4/3 visit to SAMS

Participation in wider experiences is tracked and monitored through registers of attendance. Class trips and wider experiences ensure that all children are included in as many wider experiences and learning outside of the classroom as possible.

Summarise progress and next steps in relation to pupil equity funding

In the 2023-24 financial year, we had £12'025 carry-forward and £14'700 PEF money.

Pupil equity funding has been allocated as follows:

Staffing - £20'951.30 (D. Jeffrey & E. MacDonald) to release PTs for additional time as per SIP. PT (N. O'Brien) focus has been raising attainment in early years through play pedagogy, supporting nursery class development and nursery-P1 transition. In addition to these SIP focuses, N. O'Brien has also had additionally to raise attainment in expressive arts (specifically in music and drama) to build learner confidence and wider opportunities for achievement. Targeted children (including from SIMD, ASN, LAC and Travelling Families) have been supported to take part in this and given opportunities through expressive arts (e.g. roles in the play/show) to help their development, self-confidence and sense of belonging.

PT (E. Rossiter) focus has been leading the school's Rights Respecting School Award planning and implementation, leading the pupil council and ECO committee and developing STEM opportunities across the school. In addition to this, E. Rossiter has also focussed on P7-S1 transitions, P7 leadership opportunities and bikeability. Targeted children (including from SIMD, ASN, LAC and Travelling

Families) have been supported to take on roles in the school (such as eco group / pupil council) to help their development, self-confidence and sense of belonging.

The additionally of staffing has also enabled both PTs to be successful in carrying out their remit as highlighted in this standards and quality report which has benefitted both targeted cohorts and the whole school.

Subscriptions – £2577.02 (Sumdog, Twinkl, Seesaw, Nessy and Microsoft). These subscriptions are for the digital platforms noted which are used to support targeted learner groups (identified through SIMD, ASN, travelling families and LAC) as well as classes.

Resources - £1983.22 (New Wave Mental Maths, Flipchart/Easel, Out of the Ark Nativity and Pantomime (script, music and licence), GL assessments, PIRA and PUMA assessments and ring binders). The resources purchased primarily focussed on assessment in order that we had more robust tracking data and evidence of achievement as highlighted in SIP and SQR. We did also use PEF, although not in part of SIP, to fund the purchase of script, music and licence for our nativity and pantomime in order to develop pupil confidence and performance skills.

Other (not in SIP) - £1103.17 we used additional PEF monies to purchase resources for our nurture room to make it a more comfortable and relaxing space for our learners who require support with regulation. Additionally, we purchased a new sound system in order that all children could have a better quality experience in performances, and for lunchtime music. A poly tunnel was purchased in order that children could gain experience growing plants and vegetables. We also purchased sports equipment, chess boards and crafts with this money.

The most beneficial purchase this year has been staffing in order to release the PTs to fulfil their remits in greater depth to impact progress across the school and ELC for targeted groups in order to help reduce the poverty related attainment gap, as well as for those children who were identified as requiring additional support. Purchasing of assessment resources has enabled much more comprehensive and effective tracking conversations, allowing for robust evidence of progress and attainment. Subscriptions and resources aimed at supporting targeted learner groups have had some good impact on learning and attainment, as evidenced in this SQR and in appendixes 1 & 2, but a review of our subscriptions and their impact is a next step for us. Additionally, use of monies for bringing a high quality show to the local stage and giving all of our learners a chance to perform has been very beneficial and the impact has been seen in children's confidence greatly increasing across the school and ELC.

Impact can be seen in appendices for attainment and closing the achievement gap.

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6) *
1.1 Self-Evaluation for Self-improvement	<p>Self-evaluation is an ongoing feature of school life. Self-evaluation has been built into staff meetings / moderation / INSET days. Staff HGioS4 survey was taken in Term 1 and Term 4. Parent/carer and children HGioS4 questionnaires were taken in T4.</p> <p>Staff, pupils, parents and partners are involved in improving the life and work of the school.</p> <p>Across the year, there has been a focused attention on monitoring and evaluating learning and teaching and children's achievements, and to taking improvements forward.</p> <p>Staff work effectively as a team. There is a developing ethos of sharing practice, and of peer support and challenge.</p> <p>A range of stakeholders take lead roles in aspects of school improvement. This includes children and young people, parents and partners.</p> <p>Documentation is sufficiently detailed, evaluative and has a clear purpose.</p> <p>Professional learning activities for all staff linked to the results of self-evaluation and identified areas for improvement.</p>	<p>HGios 4 questionnaire responses from parents/carers (appendix 3)</p> <p>HGios 4 questionnaire responses from children (appendix 4)</p> <p>HGios 4 questionnaire responses from staff (not in appendixes as data is not yet fully collated).</p> <p>HGios 4 self-evaluation sessions with staff team, feedback from quality indicator evaluations.</p> <p>Pupil voice (pupil council / RRSA steering group, eco committee, action group)</p> <p>Parent council minutes,</p> <p>Focus groups feedback for curriculum rationale refresh, questionnaires and feedback from trips / experiences etc.</p> <p>Tracking meetings, P&A and ACCEL data.</p> <p>Termly moderation planning and evaluation sessions</p> <p>IDL theme collegiate planning sessions</p> <p>POLLI classroom visits (peer observations)</p> <p>SNSA, PIRA, PUMA and writing assessment data</p> <p>PRD/CLPL evaluations.</p>	4 - Good

	<p>Most staff make effective use of up-to-date research/data from Scotland and beyond to inform their learning and developments.</p> <p>Teachers use a range of different assessments to measure children's progress across the curriculum. They work effectively with colleagues across the learning community to moderate standards.</p> <p>There is evidence that children and young people are confidently engaged in reviewing their own learning and the work of the school.</p> <p>Parents have regular opportunities to support improvement by participating in a range of formal and informal activities.</p>	<p>Annual authority moderation.</p> <p>Open afternoons & feedback,</p> <p>Parent/carers meetings & feedback</p> <p>Quality lesson observations</p>	
<p>1.3</p> <p>Leadership of Change</p> <p>This QI also focusses on the following aspects of empowerment:</p> <ul style="list-style-type: none"> • curriculum; • improvement activities; • parental and community engagement; and • Pupil participation. 	<p>Almost all staff have consistently high expectations of all learners.</p> <p>Pupils, parents, partners and staff are involved in the creation and ongoing review of the vision, aims and values of the school.</p> <p>All staff have a very clear understanding of the social, economic and cultural context of the local community and of current educational policy. They use this knowledge well to shape the vision for the school.</p> <p>The vision of the school is ambitious and focuses on improvements in outcomes for all, but is being re-defined in the '24-25 year.</p>	<p>HGios 4 questionnaire responses from parents/carers (appendix 3)</p> <p>HGios 4 questionnaire responses from children (appendix 4)</p> <p>HGios 4 questionnaire responses from staff (not in appendixes as data is not yet fully collated).</p> <p>Professional dialogue and staff meetings/INSET.</p> <p>Focus groups feedback for curriculum rationale refresh, questionnaires and feedback from trips / experiences etc.</p> <p>PRD / CLPL evaluations</p> <p>SIP & priorities discussions/meetings</p>	4 - Good

	<p>Leaders at all levels motivate and inspire others to sustain collective commitment to the shared vision through daily actions.</p> <p>Most teaching staff regularly reflect on, and show commitment to, the shared values as embedded in the GTCS standards.</p> <p>All staff are committed to change which results in improvements for learners.</p> <p>All staff are clear on the school's strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements.</p> <p>Senior leaders carefully guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable. Careful consideration is given to how best to take forward priorities (e.g. use of a range of improvement methodologies).</p> <p>The majority of staff are involved in the process of change and in evaluating the impact of improvements. This is supported by carefully planned individual and collective career-long professional learning.</p> <p>Practitioner enquiry formed part of approaches to continuous improvement through use of the Circle Resource.</p>	<p>Into Headship strategic action plan, Into Headship assignments / papers, professional dialogue.</p> <p>PT professional enquiry documentation for Northern Alliance Play Pedagogy Collaborative Enquiry Programme.</p>	
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	Practitioners have opportunities to review and refresh their pedagogical practice.		
2.3 Learning, teaching and assessment	<p>The learning environment in almost all classes and throughout the school is built on positive, nurturing and appropriately challenging relationships which leads to high-quality learning outcomes. All staff have engaged in OCTNE training and have attended CLPL with educational psychologist and nurture teacher.</p> <p>Learners' achievements in and out of school are recorded and recognised at assembly, on Seesaw and through our 'Star of the Week'. Most learners understand how these achievements help them develop knowledge and skills for life, learning and work.</p> <p>Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning.</p> <p>Learners receive high-quality feedback and most have a good understanding of their progress in learning and what they need to do to improve.</p> <p>Most learners are able to give effective feedback to peers on their learning and suggest ways in which they can improve.</p> <p>Some staff access and apply relevant findings from educational research to improve learning and teaching.</p>	PRD / CLPL evaluations Assembly slides / Twitter /Seesaw / Star of the Week Pupil voice (pupil council / RRSA steering group, eco committee, action group) Into Headship strategic action plan, Into Headship assignments / papers, professional dialogue. PT professional enquiry documentation for Northern Alliance Play Pedagogy Collaborative Enquiry Programme. New planning documentation, staff forward plans and progression framework. Tracking meetings, P&A and ACEL data. Termly moderation planning and evaluation sessions SNSA, PIRA, PUMA and writing assessment data New school tracking database Quality classroom observations	4 - Good

	<p>New planning format is proportionate and manageable and clearly identifies what is to be learned and assessed.</p> <p>Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning.</p> <p>A quality body of evidence is used to support assessment judgements and decisions about next steps.</p> <p>Processes for assessment and reporting are manageable and very effective in informing improvements in learning and teaching.</p> <p>Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after.</p> <p>All teachers have well-developed skills of data analysis which are focused on improvement. Data is shared effectively with staff.</p>		
3.1 Ensuring wellbeing, equality and inclusion	<p>The learning community has a shared understanding of wellbeing and the children's rights.</p> <p>Teaching staff, support staff and managers promote a climate where almost all children and young people feel safe and secure</p>	RRSA Bronze application, plan and award Pupil voice (pupil council / RRSA steering group, eco committee, action group) HGios 4 questionnaire responses from parents/carers (appendix 3)	4 - Good

	<p>All staff model behaviour which promotes and supports the wellbeing of all.</p> <p>All staff are sensitive and responsive to the wellbeing of each individual child.</p> <p>Staff understand and use the wellbeing indicators as an integral feature of school life.</p> <p>Staff have created an environment where almost all children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.</p> <p>All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion.</p> <p>All staff engage in regular professional learning to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people.</p> <p>The curriculum provides children and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance.</p> <p>Children and young people are knowledgeable about equalities and inclusion. The majority feel able to challenge discrimination, xenophobia and intolerance when they come across it.</p>	<p>HGios 4 questionnaire responses from children (appendix 4)</p> <p>HGios 4 questionnaire responses from staff (not in appendixes as data is not yet fully collated).</p> <p>Child planning meetings and documentation</p> <p>PRD / CLPL evaluations</p> <p>Tracking meetings, P&A and ACEL data.</p> <p>Staff forward plans and progression framework.</p>	
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	<p>Outdoor spaces are used to promote positive relationships and wellbeing.</p> <p>Most staff take account of research linking benefits of outdoor learning and green space with wellbeing.</p>		
<p>3.2</p> <p>Raising attainment and achievement</p>	<p>Most children and young people are attaining appropriate levels and a few have exceeded these.</p> <p>Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment.</p> <p>Progress is demonstrated through more robust tracking of attainment over time in literacy and numeracy at all stages implemented this year.</p> <p>Forward planning has been developed this year to support improving attainment across the year.</p> <p>The school's data demonstrates that most of our current learners are making very good progress.</p> <p>Increasingly confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment.</p> <p>Almost all young people have experienced increased transition support and opportunities in order that they have a successful transition to their next class/school.</p>	<p>Writing Data (appendix 1)</p> <p>Numeracy Data (appendix 2)</p> <p>Literacy/numeracy school data</p> <p>Tracking database</p> <p>ACEL data</p> <p>SNSA/PIRA/PUMA/Writing assessment data</p> <p>Quality lesson observations</p> <p>QA Learner conversations</p> <p>Termly moderation (school) and annual moderation (authority)</p> <p>Seesaw (evidence of wider achievement)</p> <p>Professional dialogue</p> <p>PRD / CLPL evaluations</p> <p>Tracking meetings, P&A and ACEL data.</p> <p>Staff forward plans and progression framework.</p>	<p>4 - Good</p>

	<p>Most children and young people are fully engaged in their learning</p> <p>The school empowers children and young people to have a say in the quality of their learning experiences and how to improve.</p> <p>Exclusion rates are low (0 exclusions/suspensions this year) and inclusion is successful for all learners with additional needs.</p> <p>There is evidence that children and young people are applying and increasing their achievements through active participation in their local community.</p>		
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* Evaluation 6-point Scale:

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

Appendix 1, Writing Data

Figure 1 **Writing, percentage of children on track to achieve by stage**

Data includes all learners enrolled at time of data uplift.

Class	Oct-23	Feb-24	Jun-24	Difference
P1	93.33%	64.29%	78.57%	-14.76%
P2	57.14%	60.00%	83.33%	26.19%
P3	66.67%	61.11%	58.82%	-7.84%
P4	47.06%	52.94%	64.71%	17.65%
P5	75.00%	75.00%	81.82%	6.82%
P6	80.00%	83.33%	82.35%	2.35%
P7	57.14%	65.00%	68.42%	11.28%

Figure 2 **Writing, percentage of children on track to achieve by stage**

Data excluding non-attenders and children that were not enrolled at all three check-points

Class	Oct-23	Feb-24	Jun-24	Difference
P1	92.86%	64.29%	78.57%	-14.29%
P2	66.67%	66.67%	83.33%	16.67%
P3	69.23%	69.23%	69.23%	0.00%
P4	43.75%	56.25%	68.75%	25.00%
P5	81.82%	81.82%	81.82%	0.00%
P6	78.57%	92.86%	92.86%	14.29%
P7	57.89%	68.42%	68.42%	10.53%

Appendix 2, Mathematics and Numeracy Data

Figure 1 **Numeracy, percentage of children on track to achieve by stage**

Data includes all learners enrolled at time of data uplift.

Class	Oct-23	Feb-24	Jun-24	Difference
P1	93.33%	92.86%	92.86%	-0.48%
P2	80.95%	90.00%	94.44%	13.49%
P3	73.33%	77.78%	76.47%	3.14%
P4	70.59%	82.35%	94.12%	23.53%
P5	91.67%	91.67%	83.33%	-8.33%
P6	80.00%	77.78%	82.35%	2.35%
P7	61.90%	60.00%	60.00%	-1.90%

Figure 2 **Numeracy, percentage of children on track to achieve by stage**

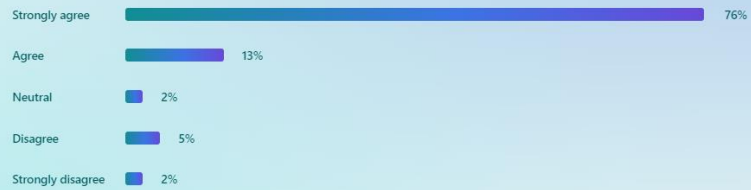
Data excluding non-attenders and children that were not enrolled at all three check-points

Class	Oct-23	Feb-24	Jun-24	Difference
P1	93.33%	92.86%	92.86%	-0.48%
P2	80.95%	90.00%	94.44%	13.49%
P3	73.33%	77.78%	76.47%	3.14%
P4	70.59%	82.35%	94.12%	23.53%
P5	91.67%	91.67%	83.33%	-8.33%
P6	80.00%	77.78%	82.35%	2.35%
P7	61.90%	60.00%	60.00%	-1.90%

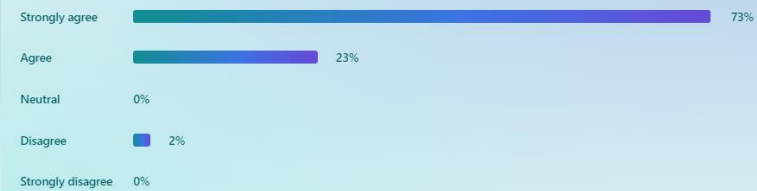
Appendix 3, Parent/Carer HGioS survey



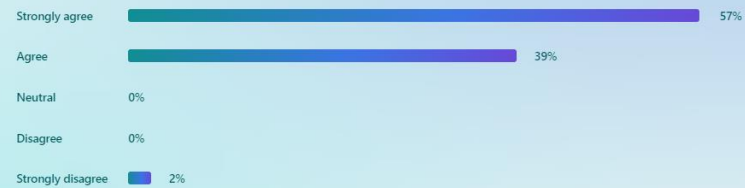
I feel that my child is safe at the school



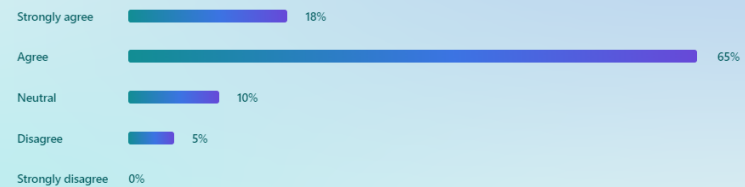
The school helps my child to feel confident



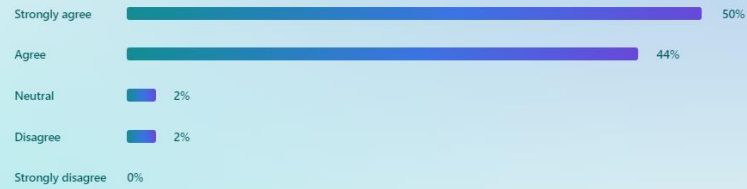
I feel staff really know my child as an individual



My child finds their learning activities hard enough



My child receives the help he/she needs to do well



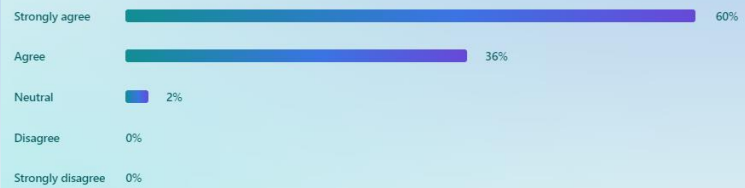
My child is encouraged by the school to be healthy and take regular exercise



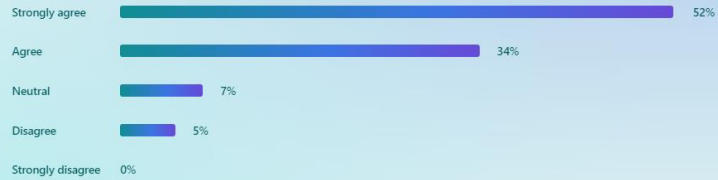
The school supports my child's emotional wellbeing



My child is making good progress at the school



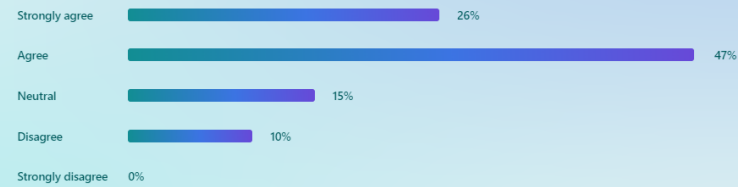
I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports etc



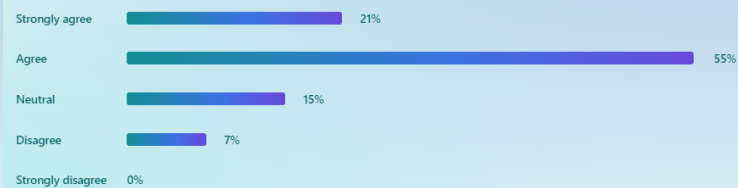
The information I receive about how my child is doing reaches me at the right time



I understand how my child's progress is assessed

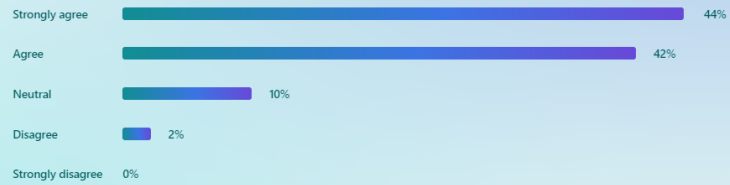


The school gives me advice on how to support my child's learning at home

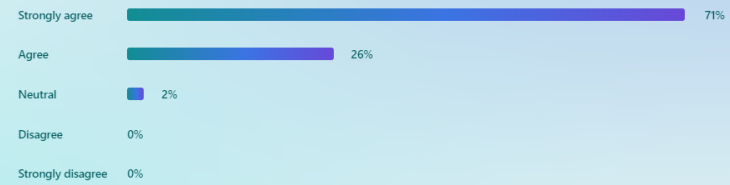




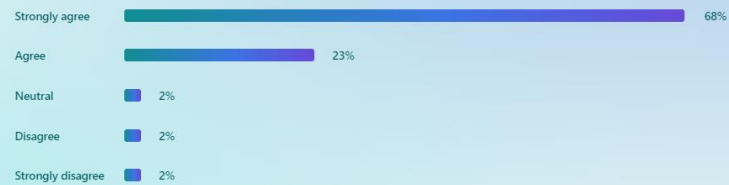
I am kept informed about the work of the Parent Council and/or parent association



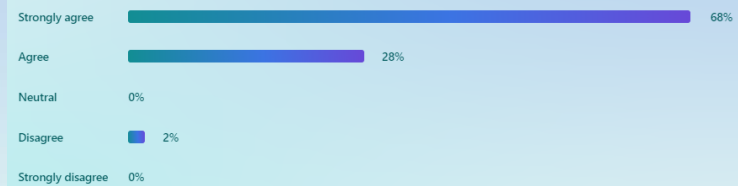
I am satisfied with the quality of teaching in the school



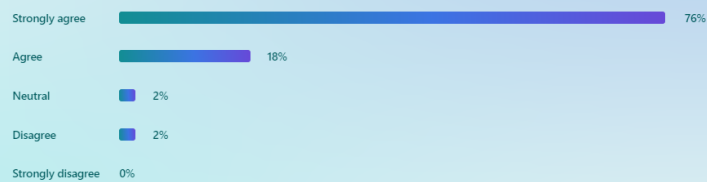
The school is well led and managed



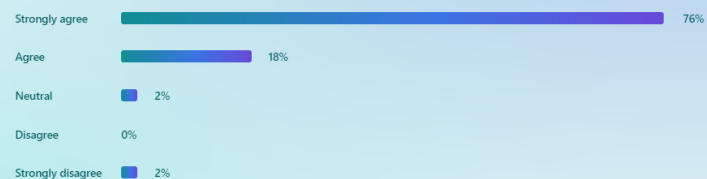
The school encourages children to treat others with respect



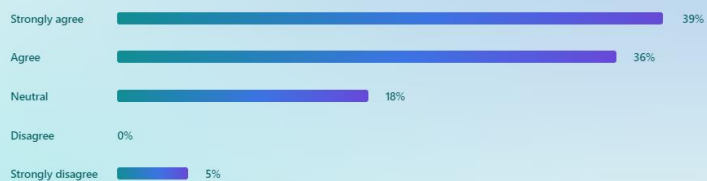
I would recommend the school to other parents



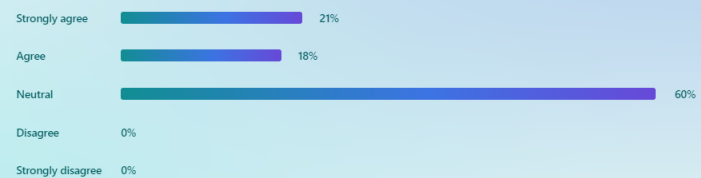
Overall, I am satisfied with the school



The school deals well with any bullying



My child was well supported if they moved to a new school within the last year



Appendix 4, P4-7 HGioS Survey

Question	Yes/Agree	No/ Disagree	Dont know / N/A
I attend the support base / unit for some or all of my learning	42%	58%	0%
I feel safe when I am at school	71%	3%	26%
My school helps me to feel safe	69%	8%	23%
I have someone in my school I can speak to if I am upset or worried about something	84%	8%	8%
Staff treat me fairly and with respect	77%	3%	19%
Other children treat me fairly and with respect	65%	6%	29%
My school helps me to understand and respect other people	94%	2%	5%
My school is helping me to become confident	76%	10%	15%
My school teaches me to lead a healthy lifestyle	82%	6%	11%
There are lots of chances at my school for me to get regular exercise	73%	8%	19%
My school offers me the opportunity to take part in activities in school beyond the classroom and timetabled day	85%	3%	11%
I have the opportunity to discuss my achievements outwith school with an adult in school who knows me well	73%	13%	15%
My school listens to my views	69%	5%	26%
My school takes my views into account	56%	8%	35%
I feel comfortable approaching staff with questions or suggestions	69%	13%	18%
Staff help me to understand how I am progressing in my school work	79%	8%	13%
My homework helps me to understand and improve my work in school	11%	23%	66%

Question	All of the time	Some of the time	Not very often	Dont know
Other children behave well	6%	77%	10%	6%
My teachers ask me about what things I want to learn in school	11%	35%	45%	8%
I enjoy learning at school	23%	56%	18%	3%
I feel that my work in school is hard enough	27%	58%	13%	2%
I know who to ask to get help if I find my work too hard	61%	34%	3%	2%
I am encouraged by the staff to do the best I can	58%	24%	10%	8%
I am happy with the quality of teaching in my school	68%	24%	6%	2%

Question	Agree	Disagree	N/A /never experienced
My school deals well with bullying	69%	11%	19%
I was well supported if I moved to a new school within the last year	6%	0%	94%