



Standards and Quality Report 2024 - 2025

Lochnell Primary School & ELC





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).**

Lochnell Primary School & Early Learning Centre (ELC) is a non-denominational educational establishment located in the remote, rural village of Benderloch. Classified as a 'very remote rural' school, Lochnell serves a geographically dispersed and diverse community, offering both primary education and early years provision in a unique and close-knit setting. The school is currently undergoing a review of its vision, values, and aims, which continue to underpin the ethos and daily life of the school. These guiding principles shape the learning environment, inform teaching practices, and support the holistic development of all learners.

The vision is for our learners, staff, parents/carers and community partners to work together to support learners to:

- Build upon their RRS (Ready, Respectful, Safe) foundation
- Seek out and embrace opportunities to be the best that they can be

Our school aims are to:

- Inspire curiosity and creativity through rich learning experiences
- Encourage ambition by opening minds, aiming high and celebrating achievements
- Develop kindness through an ethos of inclusion and mutual respect
- Enable appreciation and consideration of our local community and the wider world
- Create a calm, purposeful and fun learning environment where learners feel valued
- Continue to evaluate, evolve and excel

Our school values are:

- Kind
- Ambitious
- Fun
- Inclusive
- Curious

Lochnell benefits from a mixed catchment area, welcoming families from a variety of social, economic, and cultural backgrounds. This diversity is embraced and celebrated as a strength of the school community. As of the 2024–25 academic year, the school has a roll of 118 pupils in the primary classes and 35 children enrolled in the nursery. Staffing at Lochnell has remained relatively stable, contributing to a sense of continuity and community. A new Headteacher was appointed at the beginning of the 2023–24 academic session, following a period of leadership transition. However, the 2024–25 session has seen some disruption due to long-term staff absence and a secondment, which have impacted staffing consistency.

The school operates six primary classes, supported by a dedicated team comprising two full-time Principal Teachers, one full-time class teacher, six part-time teachers, and five support staff members. The nursery is staffed by two full-time and four part-time Childcare and Education Workers (CCEW), along with a classroom assistant, ensuring a nurturing and responsive early year's environment.

One of the ongoing challenges for the school has been pupil attendance, which has historically affected the progress of some learners. Improving attendance remains a key area of focus for the school leadership and staff.

The proportion of pupils with Additional Support Needs (ASN) currently stands at 41%, reflecting an upward trend. To meet these needs effectively, the school deploys a number of trained ASN Assistants who work across classes to support individual learners and promote inclusive practice.

While the overall school roll has remained relatively stable, there has been a degree of in-year mobility, with eight new pupils joining during the academic year.

Review of SIP | School & ELC Priority 1

“Raise attainment in Reading”

School

Progress and Impact:

Outcome 1: Development of reading planning and trackers.

Progress: Reading planning and trackers have been developed.

Impact: skills taught, assessed and tracked at an appropriate pace.

Evidence: class forward plans, moderation meetings, tracking meetings

Outcome 2: ACEL attainment in reading will be at least 85% by the end of the year.

Progress: This has not been achieved however ACEL attainment has increased by 4% to 77%.

Impact: a greater number of children achieving the age/stage appropriate level in reading.

Evidence

1. 2023-24 ACEL data had combined P1/4/7 reading as 73% at the end of the previous academic year. Feb '25 projections for P1/4/7 combined ACEL data for 2024-25 showed this to now be 78% - a 5% increase. The June '25 ACEL snapshot confirmed this figure as being 77%. The June '25 ACEL snapshot shows that: in P1, 73% learners have achieved Early level; in P4, 76.5% learners have achieved first level; in P7, 80% learners have achieved second level.

2. School tracking data (May '25) – attainment over time based on PIRA results and teacher professional judgement.

- P1 school tracking data (May '25) has 73% learners on track or ahead of track
- P2 school tracking data (May '25) has 73% learners on track or ahead of track - up from 71% when this cohort were in P1 (May '24)
- P3 school tracking data (May '25) has 85% learners on track or ahead of track – down from 100% when this cohort was in P2 (May '24). Identification of learner needs have been identified and appropriate support is in place.
- P4 school tracking data (May '25) has 67% learners on track or ahead of track - up from 59% when this cohort were in P3 (May '24).
- P5 school tracking data (May '25) has 89% learners on track or ahead of track - up from 76% when this cohort were in P4 (May '24)
- P6 school tracking data (May '25) has 83% learners on track or ahead of track - up from 75% when this cohort were in P5 (May '24)
- P7 school tracking data (May '25) has 84% learners on track or ahead of track - down from 94% when this cohort were in P6 (May '24). Identification of learner needs have been identified and appropriate support is in place.

Outcome 3: Almost all learners will progress ‘up’ at least one progress measure in reading between Feb 24 and Feb 25.

Progress: This has been achieved. In P2-P6, all learners who have been in Lochnell during this time increased at least one progress measure. In P7, most learners who have been in Lochnell during this time increased at least one progress measure.

Impact: almost all children progressing in reading at their level.

Evidence: P&A February '25 data

- In P2, 93.33% of learners progressed 'up' at least one progress measure between Feb '24 and Feb '25.
- In P3, 90% of learners progressed 'up' at least one progress measure between Feb '24 and Feb '25
- In P4, 88.89% of learners progressed 'up' at least one progress measure between Feb '24 and Feb '25.
- In P5, 88.89% of learners progressed 'up' at least one progress measure between Feb '24 and Feb '25.
- In P6, 100% of learners progressed 'up' at least one progress measure between Feb '24 and Feb '25
- In P7, 78.95% of learners progressed 'up' at least one progress measure between Feb '24 and Feb '25.

Outcome 4: Increased opportunities for developing reading skills (through experiences across the curriculum and increased opportunity for reading).

Progress: teacher planning shows that this has been provided this year, however staff absence and secondment has meant that continuity of teacher in some classes has been affected.

Impact: children have had more opportunities to develop and improve their reading skills.

Evidence: Forward planning & tracking

Outcome 5: Most children in P2-7 will progress at least 5 months in reading between October '24 and March '25.

Progress: This has not been achieved however the majority, 73% learners, progressed at least 5 months in reading between October '24 and March '25.

Impact: this standardised test shows that the majority of children making age/stage appropriate progress in reading.

Evidence: PIRA – children who progressed by at least 5 months in reading age between October '24-May '25

- In P2, the majority (57%) learners progressed by at least 5 months in reading age between October '24-May '25
- In P3, most (83%) learners progressed by at least 5 months in reading age between October '24-May '25
- In P4, most (81%) learners progressed by at least 5 months in reading age between October '24-May '25
- In P5, most (75%) learners progressed by at least 5 months in reading age between October '24-May '25
- In P6, the majority (64%) learners progressed by at least 5 months in reading age between October '24-May '25
- In P7, most (76%) learners progressed by at least 5 months in reading age between October '24-May '25

Outcome 6: (PEF) Well planned and evidenced interventions will be put in place to support children with reading.

Progress: This was implemented well in T1 and 2, however long-term staff absence in T's 3 and 4 impacted this. 'Teaching Sprints' (Breakspear, S. & Jones, B.R. 2021) was used to support the planning and evaluation cycle of the implementation of these and PEF funding was used to fund a teacher to plan for and work with P4-7 Targeted Intervention Groups.

Impact: More children in SIMD quintile 2&3, have FSM entitlement and/or are care experienced, who are not on track in learning, are making increased progress in reading.

Evidence:

1. PIRA data shows that the majority (64%) of learners in the P4-7 TIG have made at least 5 months progress in 5 months.

2. February P&A data shows that most (86%) of learners in the P4-7 TIG progressed 'up' at least one XBRA progress measure between February '24 and February '25.

3. School tracking data (May '25) shows that 8/14 (57%) of these learners, who were not on track at the start of 2024-25 academic year, are now on track in reading.

Next Steps:

1. Consolidate and Refine Tracking and Planning Tools

Next Step: Continue embedding the use of reading planning and trackers across all classes.

Why: These tools have shown positive impact in pacing and assessing reading skills. Ensuring consistency in their use will help maintain and build on this progress.

Action: Provide refresher training or peer support for staff to ensure consistent and confident use.

2. Targeted Support to Raise ACEL Attainment

Next Step: Identify and support learners just below the expected level, especially in P1 and P4.

Why: ACEL attainment is improving but still below the 85% target.

Action: Use data to pinpoint specific skill gaps and implement short-term interventions or booster groups.

3. Address Variability in Cohort Progress

Next Step: Investigate reasons for dips in progress (e.g., P3 and P7) and adapt teaching accordingly.

Why: Some cohorts have shown a decline in attainment over time.

Action: Conduct pupil progress meetings to explore individual learner needs and adjust support strategies.

4. Strengthen Continuity of Learning

Next Step: Develop contingency plans for staff absence to ensure continuity in reading instruction.

Why: Staff absence and secondment affected consistency in some classes.

Action: Create shared planning folders and buddy systems among staff to maintain momentum during absences.

5. Enhance Reading Opportunities Across the Curriculum

Next Step: Continue integrating reading into wider curriculum areas and ensure these are tracked.

Why: Increased opportunities have had a positive impact, but continuity needs strengthening.

Action: Audit current cross-curricular reading opportunities and identify areas for further development.

6. Refine and Expand Targeted Interventions (PEF)

Next Step: Review and adapt intervention strategies based on what worked well in T1 and T2.

Why: Interventions were effective but disrupted in later terms.

Action: Plan for sustainable delivery models (e.g., upskilling support staff, using digital tools) to reduce reliance on single staff members.

7. Focus on Progress Measures and Reading Age Gains

Next Step: Analyse why some learners did not make 5+ months progress and adjust teaching accordingly.

Why: 73% met the target, but this leaves room for improvement.

Action: Use PIRA diagnostic data to tailor instruction and provide targeted reading strategies.

8. Celebrate and Share Successes

Next Step: Share successful strategies and progress stories within the school and cluster.

Why: Builds morale and encourages consistency in effective practice.

Action: Use staff meetings or professional learning communities to showcase what's working.

ELC

Progress and Impact:

Outcome 1: Development of 'reading' planning and tracking.

Progress: Reading planning and trackers have been developed.

Impact: skills developed and tracked at an appropriate pace.

Evidence: ELC tracking meetings, floorbooks, planning

Outcome 2: playroom and outdoor space will become more literacy-rich and will provide more opportunities for children to develop their reading skills.

Progress: playroom and outdoor space are more literacy rich and provide more opportunities for children to develop their reading skills.

Impact: children have more opportunities to develop and improve their reading skills.

Evidence: Engagement in playroom story corner, story time, outdoor reading den. Visual observation of playroom and outdoor area. Learner observations.

Outcome 3: 'story of the month' to be introduced to increase range of stories known well by learners.

Progress: Story of the month has been implemented.

Impact: Children are more able to recite, re-tell and engage in well-known stories.

Evidence: learner observations, playroom observations, ELC tracking meetings

Next Steps:

1. Embed and Extend Use of Reading Trackers

Next Step: Continue embedding the use of reading trackers in daily practice and ensure they are used consistently across all staff.

Why: Trackers are in place and effective—now focus on consistency and depth of use.

Action: Provide opportunities for staff to reflect on tracker use during team meetings and share examples of effective tracking.

2. Deepen Literacy-Rich Environments

Next Step: Regularly refresh and rotate literacy materials in both indoor and outdoor spaces.

Why: Literacy-rich environments are in place—now focus on keeping them engaging and responsive to children's interests.

Action: Involve children in choosing new books or themes for the story corner and outdoor reading den.

3. Extend 'Story of the Month' Approach

Next Step: Build on the success of the 'Story of the Month' by linking it to wider learning experiences (e.g., art, drama, outdoor play).

Why: Children are engaging well—this can be a springboard for deeper comprehension and vocabulary development.

Action: Plan cross-curricular activities around the story (e.g., retelling with puppets, drawing story maps, acting out scenes).

4. Strengthen Family Engagement in Reading

Next Step: Involve families more in the reading journey (e.g., home story bags, reading challenges, parent workshops).

Why: Extending reading into the home supports language development and builds a love of reading.

Action: Introduce a “Read at Home” initiative with simple resources and guidance for families.

5. Monitor and Evaluate Impact More Formally

Next Step: Develop a simple system to evaluate the impact of literacy-rich environments and story-based learning over time.

Why: While observations are strong, more structured evaluation will support planning and improvement.

Action: Use short observation templates or checklists to track engagement and progress linked to specific literacy goals.

Review of SIP | School & ELC Priority 2

“Improve learning and teaching in maths and numeracy”

School

Progress and Impact:

Outcome 1: Development of MNU planning and trackers.

Progress: MNU planning and trackers have been developed.

Impact: skills taught, assessed and tracked at an appropriate pace.

Evidence: class forward plans, moderation meetings, tracking meetings

Outcome 2: focussed and specific moderation activities.

Progress: Staff moderated together on Numeracy & Mathematics in terms 2 and 4. Staff engaged in OLI cluster moderation in Term 3 with a Numeracy & Mathematics focus.

Impact: staff have an improved understanding of ACEL and progression.

Evidence: Moderation evidence and evaluations in forward planning folders.

Outcome 3: increased opportunities to apply maths and numeracy skills through STEM and play-based learning. Increased opportunities to apply maths and numeracy skills in real-life / relevant / outdoor contexts.

Progress: Most classes have provided increased opportunities to apply maths and numeracy skills. This will continue into next session’s SIP with an increased focus on Meta Skills and skills for life, learning and work.

Impact: learners are able to demonstrate greater depth of learning through application of skills in different contexts.

Evidence: class forward plans, moderation meetings, tracking meetings

Outcome 4: increased development of concrete, pictorial and then abstract (CPA)

Progress: Staff CLPL session, increased engagement with A&B 'Counting on Excellence' and increased development of CPA within forward planning.

Impact: the majority of children have a grounded, secure understanding of numeracy and maths.

Evidence: Tracking meetings, attainment data, PUMA assessment data

Outcome 5: a greater focus on problem-solving and application of MNU skills.

Progress: Staff CLPL session, increased engagement with A&B 'Counting on Excellence' and increased problem-solving within daily numeracy/maths lessons.

Impact: the majority of children are able to demonstrate more depth of application of their numeracy/maths skills.

Evidence: Tracking meetings, attainment data, PUMA assessment data

Outcome 6: Well planned and evidenced interventions will be put in place to support children with numeracy and maths.

Progress: This was implemented well in T1 and 2, however long-term staff absence in T's 3 and 4 impacted this. 'Teaching Sprints' (Breakspear, S. & Jones, B.R. 2021) was used to support the planning and evaluation cycle of the implementation of these and PEF funding was used to fund a teacher to plan for and work with P4-7 Targeted Intervention Groups.

Impact: More children in SIMD quintile 2&3, have FSM entitlement and/or are care experienced, who were not on track in learning, are making increased progress in numeracy and mathematics.

Evidence:

1. PUMA data shows that the majority (58%) of learners in the P4-7 TIG have made at least 5 months progress in 5 months.
2. February P&A data shows that most (83%) of learners in the P4-7 TIG progressed 'up' at least one XBRA progress measure between February '24 and February '25.
3. School tracking data (May '25) shows that 4/12 (33%) of these learners, who were not on track at the start of 2024-25 academic year, are now on track in numeracy and mathematics.

Additional outcome 1: Most children in P2-7 will progress at least 5 months in Maths and Numeracy (MNU) between October '24 and March '25.

Progress: This has been achieved. The majority, 84% learners, progressed at least 5 months in MNU between October '24 and March '25.

Impact: this standardised test shows that the majority of children making age/stage appropriate progress in MNU.

Evidence: PUMA – children who progressed by at least 5 months in MNU age between October '24-May '25

- In P2, most (86%) learners progressed by at least 5 months in MNU age between October '24-May '25
- In P3, all (100%) learners progressed by at least 5 months in MNU age between October '24-May '25
- In P4, almost all (94%) learners progressed by at least 5 months in MNU age between October '24-May '25
- In P5, most (80%) learners progressed by at least 5 months in MNU age between October '24-May '25
- In P6, most (64%) learners progressed by at least 5 months in MNU age between October '24-May '25

- In P7, most (76%) learners progressed by at least 5 months in MNU age between October '24-May '25

Additional outcome 2: Almost all learners will progress 'up' at least one progress measure in MNU between Feb 24 and Feb 25.

Progress: This has been achieved. Almost all (95%) of learners have increased at least one progress measure.

Impact: almost all children progressing in MNU at their level.

Evidence: P&A February '25 data

- In P2, all (100%) of learners progressed 'up' at least one progress measure between Feb '24 and Feb '25.
- In P3, 90% of learners progressed 'up' at least one progress measure between Feb '24 and Feb '25
- In P4, 88.89% of learners progressed 'up' at least one progress measure between Feb '24 and Feb '25.
- In P5, 88.89% of learners progressed 'up' at least one progress measure between Feb '24 and Feb '25.
- In P6, 100% of learners progressed 'up' at least one progress measure between Feb '24 and Feb '25
- In P7, 78.95% of learners progressed 'up' at least one progress measure between Feb '24 and Feb '25.

Next Steps:

1. Embed and Refine MNU Planning and Tracking

Next Step: Ensure consistent and reflective use of MNU trackers across all classes.

Why: Trackers are in place and effective—now focus on using them to inform responsive teaching.

Action: Schedule regular review points in staff meetings to discuss tracker insights and adapt planning.

2. Deepen Moderation Practice

Next Step: Build on successful moderation by introducing more focused, skill-specific moderation tasks.

Why: Staff understanding of ACEL and progression has improved—now deepen this through targeted moderation.

Action: Plan moderation around key numeracy concepts (e.g., fractions, place value) and include cross-stage moderation.

3. Expand Real-Life and Outdoor Numeracy Applications

Next Step: Increase planned opportunities for applying numeracy in real-life, outdoor, and interdisciplinary contexts.

Why: Learners are showing greater depth through application—this should be extended and made more consistent.

Action: Develop a bank of real-life numeracy tasks linked to STEM, outdoor learning, and skills for life/work.

4. Strengthen CPA (Concrete–Pictorial–Abstract) Approaches

Next Step: Continue embedding CPA strategies, with a focus on ensuring progression from concrete to abstract.

Why: CPA is improving understanding—ensure it's used consistently and effectively across all stages.

Action: Provide peer observation opportunities or learning walks focused on CPA in action.

5. Enhance Problem-Solving and Reasoning

Next Step: Develop a whole-school approach to teaching problem-solving strategies.

Why: Learners are showing more depth—this can be strengthened with a shared language and structure.

Action: Introduce a problem-solving framework (e.g., RUCSAC or similar) and integrate it into daily lessons.

6. Improve Impact of Targeted Interventions

Next Step: Review and adapt intervention strategies to increase the proportion of learners moving to “on track.”

Why: While progress is evident, only 33% of targeted learners are now on track.

Action: Analyse what worked in T1/T2, and explore sustainable delivery models (e.g., digital tools, support staff training) to reduce disruption from staff absence.

7. Use Data to Drive Responsive Teaching

Next Step: Use PUMA and tracking data more diagnostically to identify specific gaps and tailor teaching.

Why: Data shows progress, but deeper analysis can help close remaining gaps.

Action: Schedule data clinics or pupil progress meetings to support staff in interpreting and acting on assessment data.

ELC

Progress and Impact:

Outcome 1: Development of MNU planning and tracking.

Progress: Mathematics and Numeracy (MNU) planning and trackers have been developed.

Impact: skills developed and tracked at an appropriate pace.

Evidence: ELC tracking meetings, floorbooks, planning

Outcome 2: playroom and outdoor space will become more numeracy-rich and will provide more opportunities for children to develop their MNU skills and mathematical vocabulary.

Progress: playroom and outdoor space are more numeracy rich and provide more opportunities for children to develop their reading skills.

Impact: children benefit from additional opportunities to develop and improve their MNU skills.

Evidence: Engagement in numeracy games and activities in the playroom and outdoor area. Visual observation of playroom and outdoor area. Learner observations.

Outcome 3: ‘number of the week’ to be introduced to increase exposure of number to learners.

Progress: Number of the week has been implemented.

Impact: More children are able to recognise numbers from 0-10

Evidence: learner observations, playroom observations, ELC tracking meetings

Next Steps:

1. Embed and Extend Use of MNU Trackers

Next Step: Continue embedding the use of MNU trackers in daily observations and planning.

Why: Trackers are in place and effective—now focus on using them to inform next steps for individual learners.

Action: Schedule regular review sessions to reflect on tracker data and adjust provision accordingly.

2. Deepen Numeracy-Rich Environments

Next Step: Regularly refresh and rotate numeracy resources in both indoor and outdoor areas.

Why: Numeracy-rich environments are in place—keeping them dynamic will sustain engagement and learning.

Action: Involve children in setting up new numeracy areas or choosing themes (e.g., shop, café, construction site).

3. Extend 'Number of the Week' Approach

Next Step: Build on the success of 'Number of the Week' by linking it to real-life contexts and other areas of learning.

Why: Children are recognising numbers—now deepen understanding through application.

Action: Include counting games, number hunts, and simple problem-solving activities related to the number of the week.

4. Broaden Mathematical Vocabulary

Next Step: Intentionally introduce and model a wider range of mathematical language (e.g., more/less, big/small, heavy/light).

Why: Developing vocabulary supports conceptual understanding and communication.

Action: Use storybooks, songs, and play-based scenarios to reinforce vocabulary in meaningful contexts.

5. Strengthen Family Engagement in Numeracy

Next Step: Share simple numeracy activities with families to reinforce learning at home.

Why: Home engagement supports confidence and continuity in learning.

Action: Create take-home numeracy bags or a "Maths at Home" challenge with everyday activities.

6. Monitor and Evaluate Impact More Formally

Next Step: Develop a simple system to evaluate the impact of numeracy-rich environments and number-focused activities.

Why: Observations are strong—structured evaluation will support planning and improvement.

Action: Use observation templates or checklists to track engagement and progress in specific numeracy skills.



Review of SIP | School & ELC Priority 3

“Become a ‘Silver Accredited’ Rights Respected establishment & become a ‘Silver Accredited’ OCTNE establishment”

School & ELC

Progress and Impact:

Outcome 1: Embed RRSA working into daily school/ELC life and throughout curriculum: classes link within daily planning, UNCRC on display in all classrooms, and weekly input at assembly.

Progress: RRSA is now embedded into the daily school/ELC life and work. This can be seen in planning, school displays and in weekly assemblies.

Impact: children are more aware of their rights and have a greater sense of self and wellbeing.

Evidence:

1. School behaviour data shows that 85% learners are respectful ‘all or almost all’ of the time, with a further 10% being respectful ‘most’ of the time.
2. The Lochnell Primary School attendance tracking comparator shows that all classes (P2-7) have improved attendance by an average of 1.81%.
3. Visual observation of school shows UNCRC in all classrooms and learning areas, and learning conversations show that most children are able to reference these.
4. Achievement of RRSA Silver award, and RRSA accreditation report.

Outcome 2: RRSA Silver award will be applied for, and all required information actioned and submitted.

Progress: This has been achieved, and the school has been accredited as a ‘silver’ Rights Respecting School

Impact: children enjoy a sense of achievement and the school has been recognised as a ‘silver’ Rights Respecting School. Feedback and report allow for clear next steps and recommendations towards Gold accreditation.

Evidence:

1. Achievement of RRSA Silver award, and RRSA accreditation report

Outcome 3: Children’s rights will be at the centre of all decisions, and celebrated daily. Rights will be linked to SHANARRI indicators and discussed as part of my world triangle.

Progress: Children’s rights are at the centre of decisions made about and with them; and the pupil council (now Rights Committee) is integral to supporting learner voice in school planning and policy development.

Impact: Children’s health and wellbeing has improved as they have a greater sense of belonging, and their rights are better recognised and respected.

Evidence: see outcome 1

Outcome 4: OCTNE Silver award will be applied for, staff training will be embedded, and all required information actioned and submitted.

Progress: This has not yet been achieved as, due to staffing, we have not yet applied for Silver OCTNE accreditation. However, the nurture principles have been further embedded in our life and work and the Principal Teacher leading on OCTNE in Lochnell has attended training to support this development.

Impact: children have an increased feeling of nurture.

Evidence: HGioS4 parent/carers survey shows 'nurture' as a strength in Lochnell.

Outcome 5: The nurture room will be further developed, so that it is a more visually attractive and welcoming environment.

Progress: This has been achieved. New, soft, laminate flooring has been installed in the nurture room – funded for by our Parent Council – as well as additional soft furnishings.

Impact: The nurture room is used by an increasing number of children as a space to regulate when required. Children have a 'safe place' in the school that they feel comfortable and happy going to if they are struggling to regulate themselves.

Evidence: Frequency of use.

Outcome 6: Our Promoting Positive Behaviour policy will be revisited, ensuring that nurturing principles are at its core.

Progress: This is ongoing, but will be in place for the 2025-26 session. Parents/carers and staff have fed back on the current Promoting Positive Behaviour policy, and this is being used to inform changes. Principal Teacher has completed a middle leadership enquiry on the Promoting Positive Behaviour policy.

Impact: Behaviour across the school is very good, however a small number of children cause learning to be disrupted. We aim that children will have clear boundaries and consequences and better understand what they need to do in order to be successful. Parent/carers HGioS4 survey has identified this as an area for improvement, and this will be taken forward into next session to review and evaluate the updated Promoting Positive Behaviour policy.

Evidence:

1. HGioS4 parent/carers survey
2. School behaviour data
3. HGioS4 staff survey
4. School Promoting Positive Behaviour feedback survey.

Next Steps:

1. Progress Towards RRSA Gold Accreditation

Next Step: Begin working towards the Rights Respecting Schools Gold Award.

Why: Silver has been achieved and embedded well; Gold will deepen the culture of rights and participation.

Action: Review feedback from the Silver award, identify key areas for development, and create an action plan involving learners and staff.

2. Strengthen Pupil Voice and Rights-Based Decision Making

Next Step: Further empower the Rights Committee to lead initiatives and influence school decisions.

Why: Embedding children's rights in decision-making enhances wellbeing and belonging.

Action: Provide leadership opportunities for committee members and link their work to school improvement planning.

3. Apply for OCTNE Silver Accreditation

Next Step: Prioritise the OCTNE Silver award application in the 2025–26 session.

Why: Nurture principles are embedded, and staff training is in place—formal recognition will support continued development.

Action: Allocate time for the Principal Teacher to lead the application process and involve staff in gathering evidence.

4. Continue Enhancing the Nurture Room

Next Step: Monitor and evaluate the impact of the nurture room on regulation and wellbeing.

Why: The space is well-used—understanding its impact will inform future wellbeing supports.

Action: Track usage patterns and gather pupil voice to assess effectiveness and identify any further improvements.

5. Finalise and Launch Updated Promoting Positive Behaviour Policy

Next Step: Complete the review and launch the updated policy with clear communication to staff, pupils, and families.

Why: Feedback shows this is a priority area for improvement.

Action: Include pupil-friendly versions, staff training, and a parent information session to ensure shared understanding.

6. Monitor Attendance and Behaviour Trends

Next Step: Continue tracking attendance and behaviour data to identify patterns and support early intervention.

Why: Attendance has improved and behaviour is strong—ongoing monitoring will help maintain this.

Action: Use data to inform targeted wellbeing interventions and celebrate positive trends with learners.

7. Deepen SHANARRI and My World Triangle Integration

Next Step: Strengthen links between UNCRC, SHANARRI indicators, and the My World Triangle in planning and reflection.

Why: This supports a holistic approach to wellbeing and rights.

Action: Provide staff with planning tools and examples to embed this consistently across the curriculum.

Review of SIP | School & ELC Priority 4

Develop and create our curriculum rationale and refresh our vision, values and aims.

Progress and Impact:

Outcome 1: our establishment's curriculum rationale will be coherent and reflect our school community. Our vision values and aims will be relevant to our children and context and underpin our curriculum rationale. UNCRC will be evident throughout and the basis for all decisions.

Progress: We have not yet updated our curriculum rationale, as our priority moved towards our Health and Wellbeing offer this session. Our vision, values and aims remain relevant to our children and context, and will underpin our curriculum rationale. As noted in priority 3, UNCRC is evident throughout and is the basis for all decisions.

Impact: children experience learning through a curriculum which is increasingly relevant to their individual learning styles and context. The establishment's vision, values and aims will align with learners own needs and aspirations.

Evidence:

1. school vision, values and aims
2. HGioS4 parent/carers survey
3. HGioS4 staff survey
4. RRSA accreditation report

Outcome 2: our establishment's developing curriculum rationale will underpin changes to teaching and learning across the curriculum.

Progress: whilst we have not yet fully developed our curriculum rationale, this has been achieved as we have used UNCRC and our school values as key markers when making changes to our teaching and learning provision.

Impact: children experience learning through a curriculum which is increasingly relevant to their individual learning styles and context.

Evidence:

1. school learning and teaching policies (e.g. writing)
2. planning documentation
3. HGioS4 parent/carers survey
4. HGioS4 staff survey

Next Steps:

1. Prioritise Completion of the Curriculum Rationale

Next Step: Finalise and publish a coherent curriculum rationale that reflects our school's unique context, vision, values, and the UNCRC.

Why: This will provide a clear foundation for teaching and learning and support consistency across the curriculum.

Action: Engage staff, learners, and families in co-creating the rationale to ensure shared ownership and relevance.

2. Align Curriculum Rationale with Teaching and Learning Policies

Next Step: Ensure that the updated curriculum rationale directly informs learning, teaching, and assessment policies.

Why: This will strengthen coherence and ensure that all developments are underpinned by a shared understanding of purpose.

Action: Review and revise key policies (e.g. literacy, numeracy, interdisciplinary learning) to reflect the rationale once finalised.

3. Strengthen Leadership of Curriculum Development

Next Step: Empower middle leaders and working groups to lead aspects of curriculum design and implementation.

Why: Distributed leadership will build capacity and ensure sustainability of improvements.

Action: Provide time and support for leadership at all levels to contribute to curriculum development and evaluation.

4. Use UNCRC as a Consistent Decision-Making Framework

Next Step: Continue embedding the UNCRC as a lens for all strategic decisions and curriculum planning.

Why: This reinforces our rights-based approach and supports wellbeing and equity.

Action: Include UNCRC references in planning templates and policy documents to ensure visibility and consistency.

5. Evaluate and Communicate Impact

Next Step: Develop a system to evaluate the impact of the curriculum rationale on learners' experiences and outcomes.

Why: Ongoing evaluation will help refine the rationale and ensure it remains relevant and effective.

Action: Use learner voice, staff feedback, and attainment/wellbeing data to inform regular reviews.

6. Share and Celebrate Progress

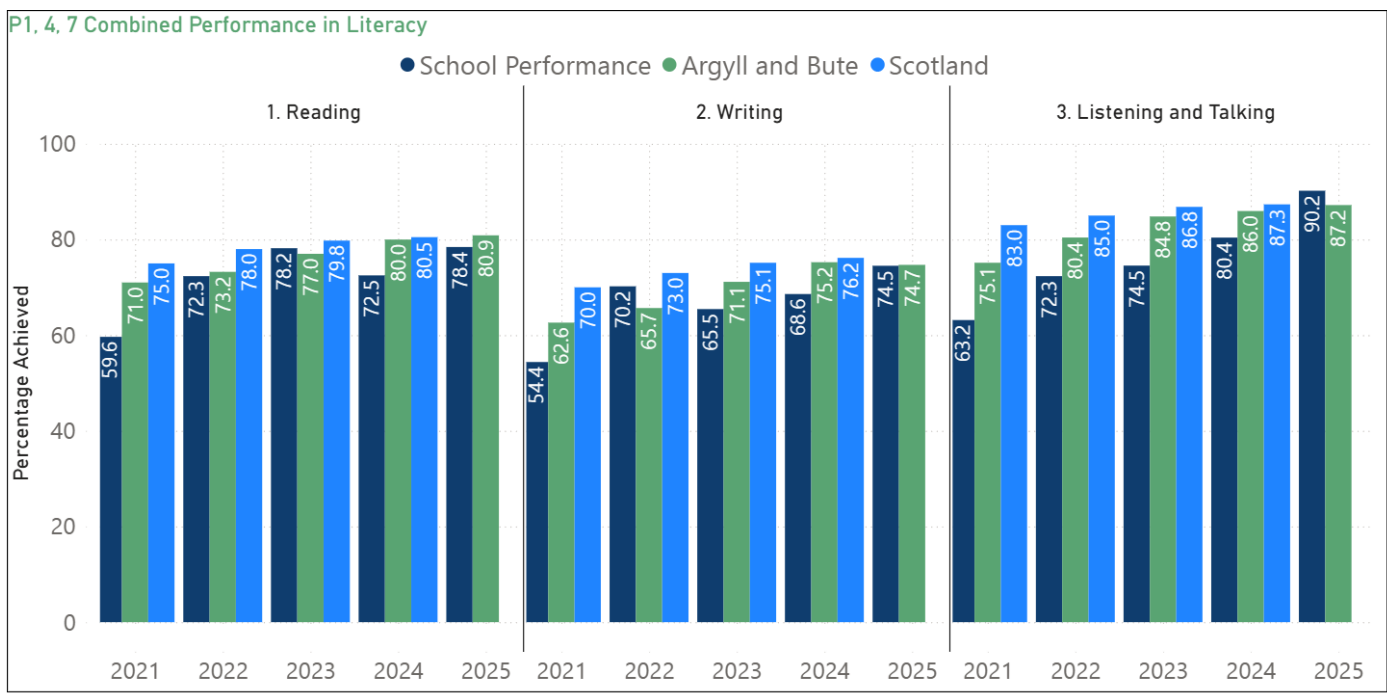
Next Step: Communicate progress on curriculum development with the wider school community.

Why: Transparency builds trust and encourages engagement from families and partners.

Action: Share updates through newsletters, displays, and school events, highlighting how the curriculum reflects your shared values.

1.1 Attainment Data

Attainment of Literacy Curriculum for Excellence levels 2020/21, 2021/22, 2022/23, 2023/24 and 2024-2025 (teacher judgement – confirmed levels – 5 year trend).



Please Note:

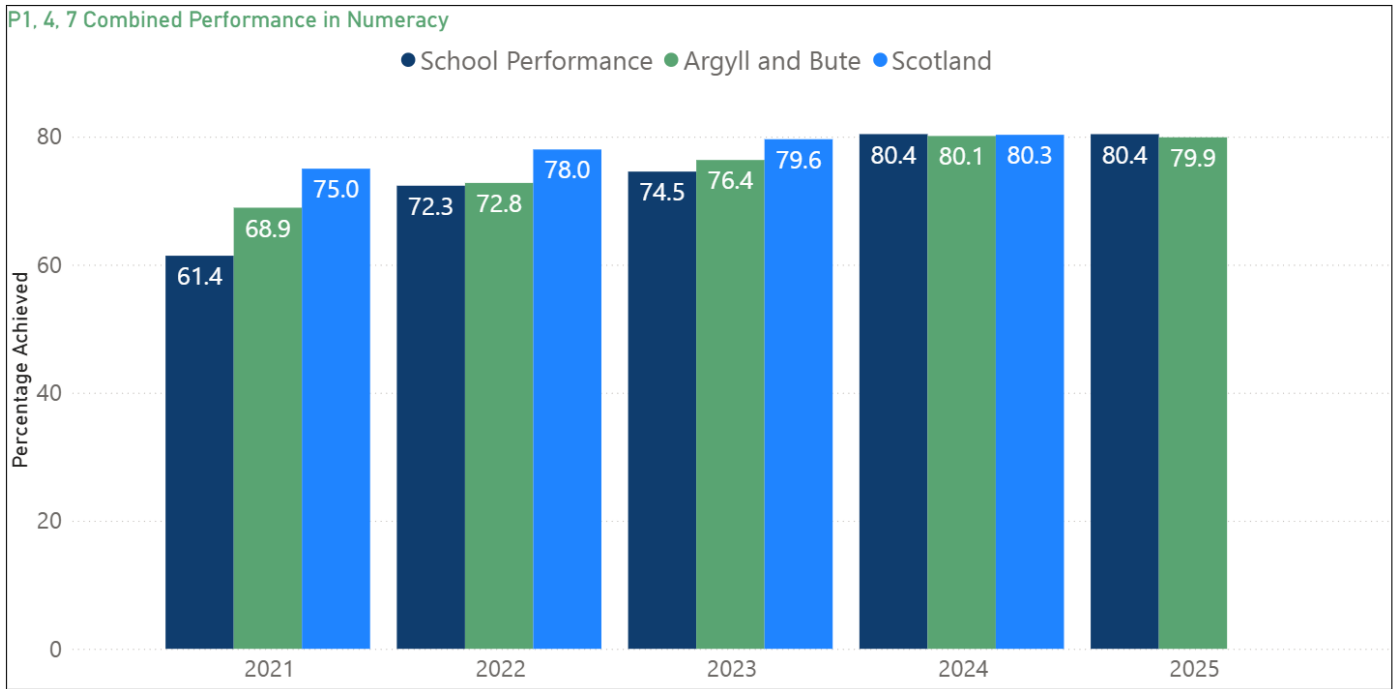
The above data (1.1 and 1.2) reports achievement of a level – P1/P4/P7 combined.

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



1.2 Attainment Data

Attainment of Numeracy Curriculum for Excellence levels 2020/21, 2021/22, 2022/23, 2023/24 and 2024-2025 (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?

1. What opportunities for wider achievement were offered?

Lochnell Primary School and ELC provided a rich and varied programme of wider achievement opportunities across the year, including:

Performing Arts & Cultural Events:

- School Nativity (ELC–P2)
- School Show (P3–7)
- Scottish Afternoon with public poetry recital (ELC–P7)
- Oban Local Mod and Highlands and Islands Music & Dance Festival
- Mod Singing Academy – weekly Gaelic singing lessons
- Weekly violin and chanter/bagpipes lessons
- Rotary Public Speaking Competition (P7)
- P7 Author Visit at Waterstones

Outdoor Learning & Trips:

- School Beach Day
- P6 Residential to Glasgow
- P7 Residential to Lockerbie Manor
- P5 Day Trip with Hebridean Pursuits
- P4–5 Swimming and PEF-funded swimming for 8 non-swimmers
- P4/3 Trip to SAMS 'Ocean Explorers'
- P5/4 Trip to Glencoe
- P4–7 Trip to Cruachan Power Centre

STEM & Enrichment Activities:

- STEM events in school and in Oban
- Glasgow Science Centre Workshop (whole school)
- Heartstart Workshop (P5–7)
- Cycling Safety Awareness with Breedon
- Cycling Proficiency

Sports & Clubs:

- Oban Lorn Rugby Club taster sessions (P4–7)
- Singing Club
- Construction Club

Leadership & Responsibility:

- P7 Leadership Roles

Community & Celebrations:

- Hallowe'en Disco
- Community ceilidh
- Class performances at local care home

2. What systems are in place to track and monitor participation?

Participation in both school-based and external wider achievement activities is tracked through:

- Tracking meetings held termly with staff
- Class-level offers to ensure all learners have access to a range of opportunities
- Monitoring of individual learner engagement, including those who may be at risk of missing out

3. How have you addressed any gaps in participation?

Targeted support is provided for learners who may face barriers to participation:

- PEF funding is used to remove specific financial barriers (e.g., for swimming, trips, and residential)
- Parental meetings are held to discuss non-participation and explore solutions
- Staff discussions during tracking meetings help identify and support children who are not engaging
- Alternative or adapted opportunities are offered where needed to ensure inclusivity

Pupil Equity Funding

Summarise progress and next steps in relation to pupil equity funding

Progress and Impact:

1. Staffing for Pupil Support

Progress & Impact: A 0.2FTE teacher was employed to deliver P4–7 literacy and numeracy interventions. However, long-term staff absence in Terms 3 and 4 significantly limited the impact.

Next Steps: Future PEF spending will focus on creatively resourcing and empowering existing support staff to lead effective intervention groups, rather than on staffing.

2. Swimming Lessons for Non-Swimmers

Progress & Impact: Eight P4–7 learners, previously unable to swim due to rural deprivation and financial barriers, completed swimming lessons across fifteen weeks funded by PEF. All are now able to swim unaided, improving safety and confidence in our coastal setting.

Next Steps: Continue to offer this intervention annually for identified non-swimmers in P4 and any new pupils assessed as unable to swim.

3. Access to Oban Mod Academy

Progress & Impact: PEF enabled rural learners to access singing tuition through the Oban Mod Academy, helping them participate in a cultural event typically more accessible to town-based peers.

Next Steps: Continue to fund participation in the Mod Academy to ensure sustained access to national language and music opportunities.

4. Nussy Literacy Intervention

Progress & Impact: Nussy was used to support P5–7 learners in SIMD quintiles 2–3, eligible for free school meals, or from the travelling community, who were not on track in literacy. Positive outcomes have been observed.

Next Steps: Expand access to more learners. With no learning support teacher, the school leadership team will now oversee data tracking and intervention impact.

5. Sumdog Maths and Spelling

Progress & Impact: Sumdog Maths was introduced as a class-wide intervention due to staff absence, though it was initially intended for targeted support. It has supported engagement and practice in numeracy.

Next Steps: Extend use of Sumdog as a home learning and targeted intervention tool. Introduce Sumdog Spelling. Data monitoring will be managed by the leadership team.

6. PM Benchmarking Assessments

Progress & Impact: PM Benchmarking resources were purchased to support short-term reading interventions. Due to staffing limitations, they have not yet been fully utilised.

Next Steps: Integrate PM Benchmarking into the 2025–26 reading support strategy to enhance assessment and intervention planning.

7. PIRA and PUMA Assessments

Progress & Impact: These assessments have strengthened the school's ability to track progress in reading and numeracy, particularly for targeted intervention groups, and have improved the quality of data used to inform next steps.

Next Steps: Continue using PIRA and PUMA assessments across the school. PEF funding remains essential for sustaining access to these valuable tools.