



Standards and Quality Report 2023 - 2024

Name of school

Rhu Primary School

Context of the school

Rhu Primary School, nestled in the heart of Rhu village, is as a non-denominational, co-educational school. Established in 1966 to succeed its predecessor, Row Primary, the school caters to pupils from Primary 1 to Primary 7 across seven classes housed within a single main building. Our multifunctional school hall facilitates physical education, dining, and various school events. With approximately 180 pupils and a considerable number of placing requests, Rhu Primary School is highly sought-after, often operating at maximum capacity with limited space. Hermitage Academy serves as its associated secondary school.

The school's dedicated staff of teachers, including the Head Teacher, Depute Head Teacher, and a Principal Teacher, are supported by additional personnel, including a pupil support teacher for three days a week. The school benefits from experienced additional support needs assistants, pupil support assistants, and classroom assistants.

We embarked on enhancing our school grounds in collaboration with pupils, staff, and parents. The once basic tarmac playground has evolved into a diverse space, featuring covered outdoor learning areas equipped with hangers for outdoor clothing, mud kitchens, large sandpits, a STEM and maker space, a gravel pit, a summer house, and an imaginative islands area. These areas serve as vibrant spaces for outdoor learning sessions and playtimes.

Currently, the school is focused on attaining Gold Accreditation for Rights Respecting Schools, pursuing its 9th Green Flag, Our Children their Nurturing Education accreditation and embarking on the Reading Schools journey.

Despite its modest size, Rhu Primary School fosters robust community connections and has nurtured two current Olympians. Its vision and values embrace a global perspective, receiving support not only from parents but also from the wider village community. The school prides itself on maintaining a welcoming ethos, grounded in strong partnerships among pupils, staff, parents, and local community members.

Review of SIP | Priority 1

Progress and Impact:

Pedagogy

A 'Maths Mastery' approach has underpinned the teaching of maths in Rhu Primary School over the last three academic sessions. It was adopted in August 2021 as part of our raising attainment agenda and our maths focus on the school improvement plan. Maths mastery is based upon clear pedagogical research which shows that children who are taught to master maths, are able to develop their mathematical fluency and approach problem solving with adaptable strategies and a breadth and depth of mathematical understanding.

Children at Rhu are engaged in their learning and are able to verbalise their ideas and understanding during class discussions confidently and coherently. They benefit from using concrete materials to create strong foundations of knowledge before progressing to pictorial and concrete examples. This CPA approach underpins all maths teaching at Rhu Primary School.

Curriculum Implementation

All classes are using mastery approach and adopting the concrete, pictorial, abstract pedagogy and adopting a spiral curriculum where each area of maths and numeracy are revisited. All teachers have had training opportunities in using concrete materials to support their teaching and learning. All classes are well resourced with a variety of materials to support numerical and mathematical learning.

Teacher Professional Development

Training has been provided both online, via tutorials, webinars and reading material to teaching staff on how to teach using a mastery approach, use Maths No problem resources, textbooks, workbooks and concrete materials to underpin the maths mastery approach used at Rhu. Teaching staff have a shared understanding of Maths Mastery, what it looks like within the classroom and how to create a learner rich environment. Staff have unlimited access to the training resources and materials provided to support the MNP mastery approach. Lesson observations were carried out by Gemma Houston who gave feedback on next steps. Some teachers were also observed as part of the review process and given very positive feedback regarding the teaching of maths.

Parental Engagement

A Maths Curriculum evening was held across all stages of Rhu Primary in Autumn 2023. Parents were given a presentation on the maths mastery journey that has been happening at Rhu over the last three academic sessions. Each class prepared a workshop to showcase how maths is taught using the CPA methodology in their stage. Examples of learning and both the textbooks and workbooks were available for parents and carers to look through. Feedback was extremely positive from the parents and the evening was well attended.

Evidence of Impact & Attainment

Numeracy attainment and achievement are showing tracking gains for all pupils and exceed the stretch aims for Argyll and Bute council and also consistently exceed the national picture for numeracy attainment. This has been consistent over the past three years.

Children have a deepened understanding of maths concepts, and use a variety of strategies to help solve problems. As a result of the maths mastery approach to teaching and learning. The children have increased confidence in viewing mistakes as opportunities for learning and thus fostering a growth mind-set. They are increasingly able to confidently discuss their ideas, knowledge and approaches to maths.

In our school we engage regularly in effective quality improvement by using attainment data, agreed standards, principles and expectations within a maths mastery classroom. All staff use manipulatives to support the foundations of number. Staff are able to analyse intelligent data about the attainment and achievement of all learners. This means that teachers have a clear focus on those priorities which will have the greatest impact.

Following on from a successful pilot of PUMA assessments in P3 & P5 in the academic session 2023/2024 this assessment tool will be used across the school from P1 – P7 in 2024 / 2025. This tool will form part of the assessment data we will gather to track and monitor the progress of all learners and use this to inform our one to one, small group, ANST and stretch groups.

Staff are very skilled in tracking children's attainment over time. Robust practices are in place to analyse the data and make interventions as required. Data has also highlighted where children are exceeding expected levels and intervention is in place to provide extra challenge. Attainment levels in numeracy has been a key part of the School Improvement Plan (21-22, 22-23, 23-24)

P7 SNSA 23/24

Band 11 and above 31% compared to a national average of 17%

P4 SNSA 23/24

Band 9 83% compared to a national average of 11%

P1 SNSA 23/24

Band 6 78% and above compared to the national average of 31%

Puma was trialled in Primary Five and Primary Three in the academic session 2023 / 2024. This assessment paper was carried out three times over the academic year (Autumn, Spring and Summer) and provided a maths age for each child. It also provided robust data that identified key areas of learning required for both individual children and areas across learning groups.

P5 PUMA Data 2023 / 2024

Autumn: 60% of children scored > in excess of their chronological age.

Spring: 87% of children scored > in excess of their chronological age.

Summer: 100% of children scored > than their chronological age.

Next Steps:

We are in the process of establishing contact with a primary school in Strathkinness who are also using the mastery approach supported by the Maths No problem resources. We hope to moderate maths with our partner school in order to extend our understanding of agreed standards.

Moderation of teaching and learning will continue including observations with internal and external observers and a HALCO numeracy moderation next session. Training will continue to be provided to all teaching and classroom support staff via experienced teachers within the staff team, some of whom are working on the authority 'Counting for Excellence' documents, and the training available via Maths No Problem.

A review and audit of all manipulatives and resources will be undertaken before the next academic session to ensure that each classroom is well resourced to provide excellent support to the teaching of maths mastery.

Review of SIP | Priority 2

Progress and Impact:

Reading

- Accelerated Reader is very well established for all children from the beginning of P3. STAR assessments completed termly show an average progress of 1.02 from P2-P7. Pupils in P3 were able to make 1.10 growth on average across the year.
- Reading highlighted as a major strength as evidenced within the recent authority review. The deeply embedded reading for enjoyment culture across the whole school was highlighted by pupils and parents, demonstrated in focus group discussions and observed lessons.
- SNSA data to demonstrate improvement in reading attainment.

National Standardised Assessments for Scotland

Primary 1

In Primary 1 where reading skills and knowledge, using the Rhu Phonics Programme, are introduced the NSA literacy data has remained at 90% or above for pupils scoring in the top two bands – band 5 and band 6+.

Academic Year	% of pupils scoring in band 5 and band 6+ in Primary 1	National Cohort %
2020 - 2021	94%	55%
2021 - 2022	95%	55%
2022 - 2023	90%	55%
2023 - 2024	93%	57%

Primary 4

Since the introduction and consistent use of Accelerated Reader there has been an increase of 27% in the number of pupils in Primary 4 scoring in the top two bands in the reading assessment.

Academic Year	% of pupils scoring in band 8 and band 9+ in Primary 4	National Cohort %
2020 - 2021	68%	35%
2021 - 2022	86%	35%
2022 - 2023	91%	35%
2023 - 2024	95%	44%

Primary 7

This academic year 100% of Primary 7 pupils scored band 9 or band 10 or band 11+, the national cohort is 67%.

The increase in the percentage of pupils can be attributed to the development of a very positive reading culture across the whole school, the introduction of a welcoming well - resourced accelerated reader library, pupil led target setting and sharing reading information at assemblies.

- The Library is accessed consistently by all classes for pupil book selection and a comfortable and accessible reading space. This has enabled children to navigate books by level and interest independently and Reading Ambassadors have taken the lead on ordering and managing resources as well as successfully promoting reading throughout the school.
- Number of children exceeding expectations in reading for their stage.

Number of children with RA exceeding CA:

Primary 2	21%
Primary 3	92%
Primary 4	83%

Primary 5	100%
Primary 6	96%
Primary 7	86%

Number of children achieving above national average in SNSA:

P1 - achieved Band 5 & 6	93%
P4 - achieved Band 8 & 9	94%
P7 - achieved Band 10 & 11	59%

- Every class has a well-stocked and regularly rotated library that has been pupil led. This has given pupils ownership of their reading journey and allowed all pupils to give feedback about the texts they would want to have available within the school, and have their voice listened to.
- Use of current, relevant and diverse class and group novels embedded through the school to give greater depth and quality discussion around a text. Also gives children opportunity to access texts outside of their own independent reading ability as well as developing language and vocabulary. In addition, high quality teaching of reading skills is evident across all stages.
- Strong links with parents to support reading and quizzing through the school including library volunteers and reading support. This has supported children in accessing new additions to the library and promoted reading at school and home.
- Literacy World texts are all linked with Accelerated Reader at Stage 1 and Stage 2. Allows greater accessibility of good quality and age appropriate non-fiction texts for all children at the end of first level and entering second level. This also links class teaching of reading with the Accelerated Reader programme, adding value for pupils, as well as opening up opportunities for learning in a wide number of curricular areas.
- Nessy having a positive impact on reading and spelling on all pupils accessing it. All of P3 are using Nessy for reading and spelling support as well as 23 children across P4-6.

Class	Number of Children Using Nessy	Average % Rate of Progress in Reading 2023/24
P3	24	19% (since Jan '24)
P4	6	22%
P5	8	27%
P6	9	12%

- Excellent wider community links with Helensburgh Hub visiting the school and holding an assembly and preloved book sale, book swaps and local authors visits. We anticipate these

positive links will continue and tie in with regular accessing of authors live events, the authorfy website, scholastic live, scholastic book fairs and book focused fundraising to further diversify and enhance the school library.

- Reading buddies in P1/P7 made the following comments

Pupil B - I enjoyed reading with my buddy, and now appreciate the job of P1 teachers when getting younger pupils to listen.

Pupil R - I enjoyed it because we got to spend time getting to know our buddies.

Pupil A - I liked when my buddy would ask questions, it was nice to sometimes stray off topic to discuss things she was interested in.

Pupil Q - I was surprised to hear my buddy read, she was very enthusiastic about reading.

Pupil O - I enjoyed looking at the pictures and enjoyed listening to what she liked and what she felt.

Pupil L - I liked the discussions about what was happening in the book and enjoyed looking back at picture books.

Next Steps:

- Re-issue pupil survey to measure impact of reading on pupil enjoyment
- Develop reading skills in secure readers e.g. skimming and scanning, inference
- Analyse and correlate SNSA data, Suffolk Assessment and STAR reading assessment to moderate reading progress at the key end of level stages P1, P4 and P7.
For example: Are pupils in P1 with SNSA band 6+ maintaining that in P4 with a band 9+ and in P7 with a band 11+?
What impact are early interventions having on pupils in Primary 1 and Primary 2 pupils at the end of First Level?
What is the difference in reading age and chronological age when using Accelerated Reader results and Suffolk reading assessment? What are we assessing?
- Identify a book product with decodable text that offers CVC words, blends, stage 2 and 3 phonics to support reading in P1 into P2.
- Completion of Reading School certification process – engaging reading ambassadors in moving whole school initiatives forward e.g. author of the week, reading accomplishments

Review of SIP | Priority 3

Progress and Impact:

Having achieved our Rights Respecting Schools Silver Accreditation in May'22, we have continued to embed Rights in our school culture and curriculum.

All classes created a Rights based Charter and contributed to a school song and mural. Steering group Reps are nominated by peers and play a central role in promoting and driving forwards Rights in school.

As well as local initiatives, for example, Food Bank and Rag Bag appeals, pupils have engaged in more Global causes, for example supporting Refugee children and raising money for UNICEF through Soccer Aid.

Almost all pupils are familiar with a wide range of articles of the CRC. They are fully versed in the principles and ABCDE of Rights. They understand the concept of rights and duty bearers. From consultation with the RRS steering group, a list of relevant duty bearers (many of whom were Rhu parents) was created. Contributors including a Doctor, Children's Panel Reporter, Young Carer Lead, Scout Leader, Firefighter, helped create an informative duty bearer video which was shared at assembly.

Pupil knowledge, understanding and awareness of Rights, has been achieved through consistent and robust planning, with the RRS lead and working party members sharing opportunities for teaching and learning, linked to National Events and Awareness Campaigns etc. For example, Mental Health Awareness Week, Earth Day, World Children's Day etc.

The UNICEF Article of the Week/Month resource continues to be a valuable teaching tool. Each class has been tasked with preparing and hosting a Rights based assembly to peers, linked to their class topic or other area of learning. Examples of these include Black History Month, The Victorians, War & Conflict and World Religions. In addition, the weekly RRS / Eco whole school assemblies have provided an important platform to reinforce and embed rights and sustainability in the minds of our pupils.

Rhu planned and hosted a very successful Rights Respecting Symposium event in May'24. Representatives from all of the cluster schools attended (around 70 children), along with Guest Speakers, Rosie McKay and Kathleen MacDonald. The Rhu RRS Reps confidently delivered a presentation to peers. Visiting teachers and pupils then shared their RRS learning journeys and examples of good practise in a free flowing carousel format. It was very valuable networking opportunity and was highly praised as an inclusive and worthy initiative.

As part of our journey this year, a thorough review was completed to highlight particular areas of both strength and development, with regards to our whole school nurture approach and the six principles of nurture. Many strengths were identified, as there are significant links with our RRS progress and our updated Positive Relationships Policy. As a whole school we pride ourselves in having an all-inclusive and nurturing environment, providing the crucial foundations for our children to feel safe and secure and ultimately achieve academically. We have prepared ourselves this year for being 'Nurture Committed' and have submitted our Bronze Accreditation framework after working closely with our nurture lead, Christine Walker. We were delighted to hear that we have been awarded our Bronze Award.

Next Steps:

Our next steps are to further develop pupil understanding of how local and global issues and sustainable developments are linked to rights. Curriculum Rationale will be driven by RRS values/ethos at the core. Examples of key concepts to explore include, Fairness, Dignity, Equity, and Inclusion. Pupils should all be able to describe how becoming rights respecting contributes to a culture underpinned by these values.

The pupil's decision making will be about leading and lending their voice to the School Improvement Plan. We will aim to develop and increase the pupil engagement in campaigning and advocating for the rights of children locally and globally, for example through the UNICEF Outright Campaign and Youth Advocacy toolkit. This will ensure children understand their role as global citizens.

Pupil questionnaires will be issued in due course to generate feedback on their knowledge, understanding and views. For example to what extent they feel valued, safe, included and empowered in their school life.

Further RRS lead and working party engagement in conference and networking events will continue to drive us forward on our journey. Additional cascading of information and training of whole school staff is also key to ensure a comprehensive approach, and that all adults in the wider school community show a commitment to the CRC.

We are aiming to book our next Accreditation visit and secure our Gold award in the next academic session, by April'25. Completion of the RRS Gold Action Plan and Self Evaluation documents will help inform our ongoing planning and commitments to ensure success.

To drive our nurture approach forwards, we are now aiming for all staff and pupils to become familiar with the six principles of nurture and their importance. This will be achieved via staff training, assemblies and visual displays. Alongside this, we aim to continue to improve our children's social and emotional wellbeing by improving continuity across the whole school, ensuring emotional check-ins are present in every class, emotional regulation strategies are taught and some consistent response language is created and trialled, for all staff to use in times of dysregulation. With our 'Silver' nurture accreditation action plan firmly in place, we aim to submit our evidence of improvement by November 2024.

Review of SIP | Priority ELC

Progress and Impact:

Next Steps:

Review of SIP | GME Priority

Progress and Impact:

Next Steps:

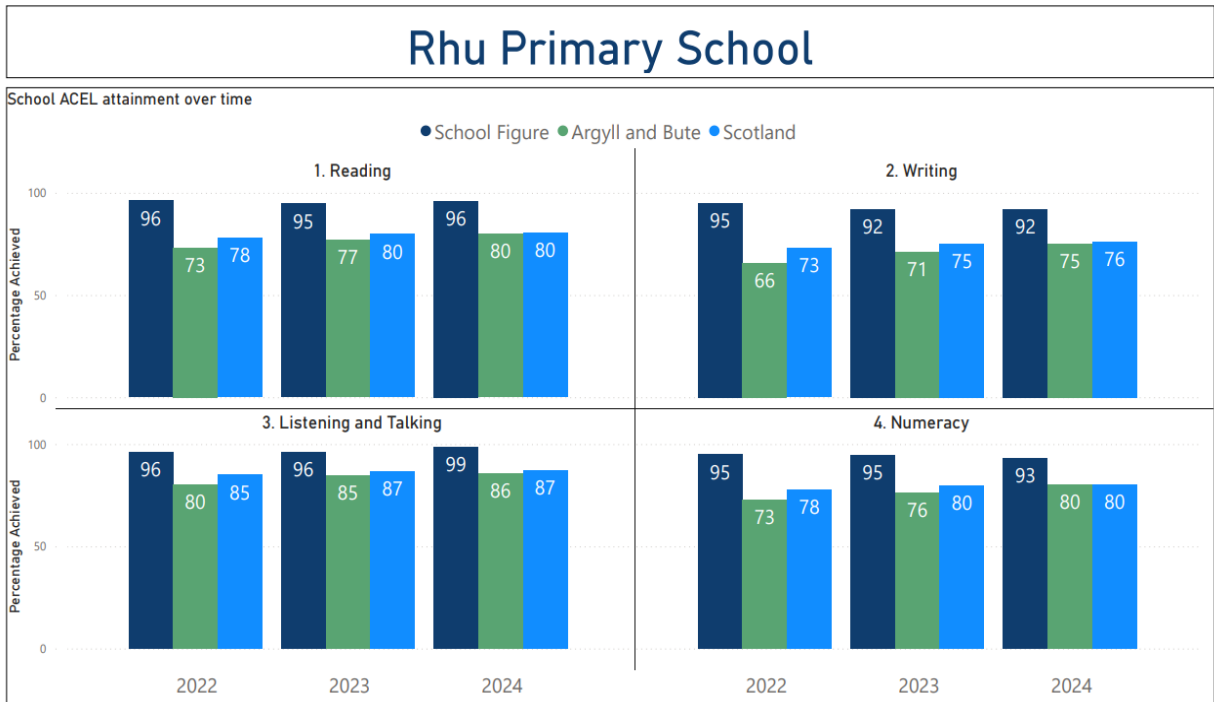
Review of SIP | Developing in Faith Priority

Progress and Impact:

Next Steps:

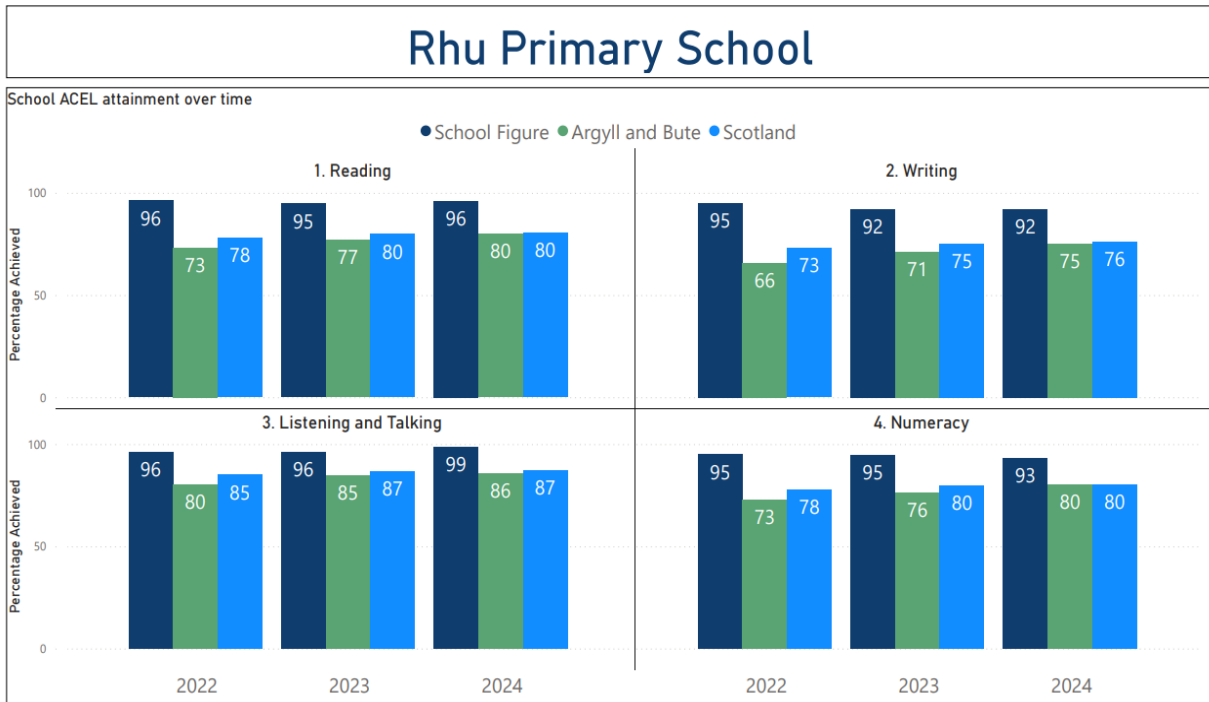
1.1 Attainment Data

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?

Our school offers an extensive array of opportunities for wider achievement to ensure that every pupil can engage in enriching and diverse activities beyond the classroom. These include:

Rights Respecting Initiatives: Such as our Helensburgh and Lomond Rights Respecting Schools Symposium, and Rights Respecting Schools and ECO weekly Assemblies led by pupils in P1-P7.

Cultural Experiences: All pupils attended an age-appropriate Celtic Connections concert at the Royal Concert Hall in Glasgow, supported by our Gaelic Tutor, Anna, who facilitated lessons in Gaelic for two blocks of six week sessions for all pupils in P4-7 from Oct-Dec and Jan-Mar.

Sports and Physical Activities: We have attended and won tennis tournaments for pupils in P1-P7 in both summer and winter. Helensburgh Tennis Club provided regular tennis sessions for all classes during the school day and for pupils showing aptitude in the sport after school. We have also participated in cross-country running events, netball, and football for both boys and girls. Active School provided rugby for P2 and P7 and in school teachers facilitated outdoor learning.

Environmental and Community Engagement: Rhu hosts a Green Day each term with stakeholders and pupils. Pupils can also be elected for the Eco Committee and Rights Respecting Committee. This year we have supported the local Rhu Edible Garden. Our school hosted a 'One Planet Picnic' in June and we involve school catering, changing our theme and choice menu options to minimise food waste.

Seasonal and Special Events: At Rhu, P1-P3 performed in Nativity performances. Our participation in the Beat The Street walking initiative saw everyone walking and contributing to our Runner-Up Prize and a £100 voucher for the school. We were also responsible for turning on the local Rhu Christmas Lights.

Creative and Artistic Pursuits: Samba drumming sessions were held for P4 & P5. Horticultural activities and participation in art and national competitions have brought success for pupils at Rhu. Music tuition has been provided for pupils in violin and brass.

Peer Support: We have facilitated peer support through health and wellbeing for Forces Children, including serving, veterans and reservists. School Counselling service for pupils from 10+, Young Carers and the use of the school nursing service.

Educational Excursions and Enrichment: A whole school trip to Inchcailloch Island on Loch Lomond was planned, and enrichment clubs, including coding, netball, football, gardening, gymnastics, and singing, were also on offer. Our P4 and P5 pupils also visited Stirling Castle on a teacher led day trip.

Special Support and Recognition: Additional support from Helensburgh Tennis Club and Forces and Me volunteers from Aggies bolstered our club activities.

To efficiently track and monitor pupil participation in these wide-ranging activities, we have implemented several systems:

- We use a comprehensive digital spreadsheet where pupils' wider and personal achievements are noted for activities. This platform is integrated with our pupil information system, enabling detailed reports on participation rates across different activities and pupil demographics.
- Regular updates from teachers and activity coordinators are recorded. We also conduct periodic pupil and stakeholder discussions to gather pupil feedback on the programs offered.
- We track wider achievements and personal accomplishments, ensuring recognition and support for every pupil's involvement and successes through our Head Teacher awards assemblies and school notice boards.

Addressing Gaps in Participation:

We understand that some pupils may face barriers to participation and have implemented several strategies to address these gaps:

1. **Financial Assistance:** We offer financial support through PEF for activities that may have costs associated with them, ensuring economic barriers do not hinder participation. We use charities to support this too such as SAFA and Young Carers.
2. **Accessibility and Flexibility:** For pupils with transportation challenges, we work through transportation options, such as supporting pupils to take the local bus with their free bus pass.
3. **Personalised Support:** Our data tracking allows us to reach out to pupils with low participation rates in wider and personal achievement to understand their challenges and provide tailored solutions. For some of these pupils the support of Young Carers as an organisation has been utilised.
4. **Community Partnerships:** Collaborations with local organisations, such as Helensburgh Tennis Club and Forces and Me, allow us to offer additional support and club activities, ensuring that all pupils from P1-P7 have the opportunity to participate simultaneously and that staffing or travel logistics are not a barrier.

By offering a wide range of opportunities and implementing supportive systems, we aim to create an inclusive and vibrant school environment where all pupils can achieve their fullest potential and have exposure to wider achievement opportunities.

Summarise progress and next steps in relation to pupil equity funding

Parental Engagement

Our Pupil Equity Funding (PEF) initiatives for parental engagement have shown significant success. By targeting families of PEF pupils, especially those with four or more children or a disabled adult, we aimed to enhance home-school links using the Seesaw platform. Providing how-to guides, monthly check-ins, and 1:1 workshops resulted in 100% family engagement with Seesaw at least once a week, and increased attendance at parent evenings and school events. This was evidenced by tracking data showing 90% attendance at parent events, such as the Maths No Problem Workshop and the Xmas Grotto, with only 10% rescheduling due to absences.

Numeracy

In numeracy, our interventions, which included providing manipulatives packs for home learning and integrating the Maths No Problem strategies through Seesaw, demonstrated marked improvements. Pre- and post-intervention data collected through various assessments like SNSA, SEAL, and Sumdog indicated that all targeted pupils initially not on track have made progress, with 60% now on track for numeracy. Individual and group maths programs have been beneficial. This progress is detailed in the assessment results and tracking meetings, reflecting the effectiveness of tailored numeracy support.

Literacy

Our literacy efforts focused on enhancing reading skills through access to diverse reading materials and the use of the Accelerated Reader program. The target group showed substantial improvements in fluency, comprehension, and vocabulary, with 100% of pupils making progress and 70% now on track for reading. STAR assessments provided a clear measure of this progress, showing average engagement times and points achieved across classes. Monitoring and additional support ensured effective use of

resources, contributing to significant growth, as detailed in the Accelerated Reader Growth Report and class-specific data.

Impact and Expenditure

Overall, the interventions funded by PEF have yielded positive outcomes across parental engagement, numeracy, and literacy. The data collected from various assessments and tracking measures substantiate these improvements. There have been no significant changes in expenditure, with funds effectively allocated to support materials, workshops, and additional resources for targeted pupils. Future plans will continue to build on these successes, ensuring sustained engagement and academic growth.

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6) *
1.1 Self-Evaluation for Self-improvement	Staff self-evaluating more within planning and using this to inform next steps in plans. Evaluating ways we can improve and areas we may need to develop as well as identifying our strengths, staff moderated each other's plans and evaluated their planning pre and post review. Staff meetings and inset allow time for self-evaluation as a team, discussing progress and areas for development. Staff meetings and inset this academic session have had a focus on self-evaluation from Vicky Quinn, Education Officer, taking us through HGIOS 4 with greater focus. Quality assurance visits evaluate lessons to improve how lessons for learners are delivered. Visits have taken place from the senior leadership team, Education Officer and Managers and the lead for Numeracy Development within the authority. Staff have been informed of their next steps and will use this information to inform their professional development and CLPL. Staff are involved in giving feedback for improvement plans. Many had working party	- Using Quality Indicator HGIOS 1.1 for self-evaluation and improvement involved us systematically gathering and analysing evidence from various sources. - Professional Review and Development (PRD) / Professional Update - We record and discuss our next steps from PRD meetings, these include conversations regarding individual professional development plans, and records of CPD activities. This helped us see the connection between our professional development and improvements in classroom practice. Regular updates on individual staff CPD and development plans showed our ongoing dedication to self-improvement and aligning with our school's goals. - Classroom Observations by SLT and Teacher Observation Feedback	5

	collegiate time to take aspects forward in the School Improvement Plan. Pupils, staff and stakeholders have made contributions to our self-evaluation for self-improvement. Parent views are sought in relation to what we have done well and what we need to improve for next session. These have been sought through questionnaire for improvement planning in May and June and in focus groups and questionnaires in March for our Authority Review. Parents have also participated in Curriculum Evenings such as our Mastery Maths session and given responses, set out on ipads to give immediate feedback. Staff moderate with other schools and this year worked with colleagues from Arrochar, Luss, JLB and Kilcreggan to moderate high quality writing. There is evidence that children and young people are engaged in reviewing their own learning and the work of the school. Pupils create and share an improvement plan infographic and review this periodically throughout the school year. Discussing improvement priorities, their success and visibility and challenge our thinking in these areas.	• Observation reports and feedback forms from SLT, reviewers and peers provided us with detailed insights into teaching practices and student engagement. We used constructive feedback to develop targeted improvement plans, highlighting both our successes and areas needing development. • Authority School Review • Our authority review report and the resulting actions have given us an external perspective on our school's performance. By implementing recommendations and monitoring these, we have demonstrated our responsiveness to feedback and commitment to improvement. • Termly Evaluations by Teachers • Termly evaluation on planning and summative assessment results highlighted our progress and areas needing attention. These evaluations offered a regular check on teaching effectiveness and student progress, and our reflective journals provided personal insights into how our teaching practices were impacting learning.	
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		• Planning Documents • Our comprehensive planning documents, including lesson plans, curriculum overviews, and long-term planning documents, ensured we stayed aligned with curriculum standards and school goals. Reviewing these documents by SLT and peers showed our structured approach to teaching and learning, reflecting thorough preparation and intentionality. • Parent Correspondence • Emails, letters from parents, notes from parent-teacher meetings, and feedback forms from parent surveys gave us valuable insights into parent satisfaction and areas for improvement. Feedback from parents helped shape our school policies and practices, ensuring we met community expectations. • Moderation Work Uploaded to Shared Google Drive Moderation Platform • Moderation information, examples of pupil work with feedback, and collaboration logs helped us maintain consistency and	
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		accuracy in writing standards across the school. Sharing examples and feedback highlighted our strengths and areas needing support, fostering a culture of shared practice and continuous improvement as a cluster. • Assessment Data • Standardised test scores, formative and summative assessment results, XBRA and the data spreadsheet provided us with objective measures of pupil progress and achievement. Regularly tracking this data helped us identify trends and informed our targeted interventions and ANST support. • Jotter Work • Pupil work samples, teacher comments and feedback in jotters gave us a day-to-day view of pupil learning and teacher feedback. Reviewing this work over time showed student progression and areas needing reinforcement or clarity. • Seesaw Platform • Digital portfolios, interactions on the Seesaw platform, and assignments with	
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		feedback offered real-time insights into student work, fostering continuous communication among teachers, pupils, and parents/carers. The platform's analytics helped us track engagement and progress. • Staff Meetings • Agendas, minutes, and action points from staff meetings ensured regular communication and collaborative decision-making. Documentation from these meetings showed our structured approach to addressing school-wide issues and implementing initiatives. • Staff Collegiate Calendar • Scheduled collegiate work, CPD sessions, records of attendance and participation, and evaluations of CPD impact demonstrated our structured approach to staff development and collaboration. • Sharing of Knowledge from CLPL • Shared resources and materials, and feedback from staff participants fostered a culture of continuous learning and sharing	
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		best practices. Staff feedback indicated the relevance and impact of these sessions on teaching practice. • School Visits for Play Pedagogy and Good Practice • Reports, photos, videos, and reflection notes from other authority play pedagogy school visits highlighted the benefits and practical applications of observed practices. Implementing new strategies by P1 staff based on these visits demonstrated our commitment to adopting innovative approaches. • Tracking Meetings • Notes, data spreadsheet tracking sheets, and plans from tracking meetings ensured continuous monitoring of pupil progress and the effectiveness of interventions. Documentation from these meetings helped us predict results and identify successful strategies and areas needing adjustment. • Meetings to Discuss Progress and Support	
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		- Agendas, notes, individual support plans and minutes (Wellbeing App) from meetings about progress and support ensured personalised attention to pupil needs. Documentation from these meetings showed our proactive approaches to addressing challenges and celebrating successes. - By systematically collecting and analysing evidence from these sources, we effectively utilised HGIOS 1.1 for self-evaluation and continuous improvement, ensuring a holistic approach to enhancing educational outcomes.	
1.3 Leadership of Change This QI also focusses on the following aspects of empowerment: - curriculum; - improvement activities; - parental and community engagement; and - pupil participation.	The school's vision, values, and aims, closely aligned with the children's rights agenda, underpin the ethos and work of the school. These were developed with full stakeholder involvement, and are recognised by staff, parents/carers, and children. The 'Rhu Bees' approach to promoting school values is positively received by parents/carers and children. Daily actions by staff and children reflect these values, with a vision, values, and aims poster created by children displayed throughout the school. This vision is central to the planned development of the school's curriculum rationale next session.	- Stakeholder Involvement: Stakeholders were fully involved in forming the vision, values, and aims, recognised by staff, parents/carers, and children. This involvement is evidenced by positive feedback in focus groups. - Rhu Bees Approach: Parents/carers and children speak positively about the 'Rhu Bees' approach, demonstrating embedded school values through daily actions and a most recent addition to our school reporting attitudinals.	5/4

	Staff have a good understanding of the school's context and know the children and families well. Data informs school improvement priorities, with teaching staff contributing to these priorities. Professional dialogue occurs through staff meetings and collegiate sessions, ensuring part-time staff are included. Improvement activities and progress reviews are scheduled in the quality assurance calendar. Almost all teaching staff are proactive in initiating and leading change, with opportunities to take on leadership roles through working parties focused on areas like Accelerated Reader and Maths Mastery. Systems for regular reviews of improvement plan progress allow for feedback, and effective strategies are in place to monitor and evaluate the impact of changes on learner outcomes. Good use of community partnerships enhances the curriculum and learning opportunities. The self-evaluation and improvement calendar lists external partners who contribute, such as the police, fire service, local volunteers, authors, and The Wildlife Trust. Partners report strong relationships with the school, benefiting children and the community.	• Vision Poster: A vision, values, and aims poster created by children is displayed throughout the school, helping stakeholders articulate the vision. • Data-Informed Priorities: Data is effectively used to inform school improvement priorities, with teaching staff fully involved and skilled in doing this. • Professional Dialogue: Staff meetings and collegiate sessions facilitate professional dialogue, with careful organisation to include part-time staff. • Quality Assurance Calendar: Improvement activities are highlighted in the quality assurance calendar, with opportunities to review and monitor progress. • Feedback and Agreement: Through questionnaire responses at the time of our school review, 91% of parents/carers and teaching staff and all support staff strongly agreed or agreed that the school was well led and managed. • Leadership Opportunities: Teaching staff have opportunities to learn and take on leadership roles, with systems in place for	
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	The Young Carers organisation supports several children and families with in-school 1:1 meetings. The PTC and RPSA support the school and work closely on school improvement and fundraising. All staff have annual Professional Review and Development (PRD) sessions to reflect on standards and access professional learning, with support from the Senior Leadership Team on relevant documents and pedagogical approaches. Staff support each other through peer observations and dialogue, with a focus on initiatives like the Maths Mastery approach. Children are involved in school committees and take on responsibilities within their class and across the school, such as Reading Ambassadors and the Sports Committee. Children feel their ideas and views are listened to and acted upon, with committees like the Eco and Rights Respecting Schools (RRS) committees having action plans created with teacher leads. Children share their priorities and activities through various channels and everyone has a chance to be involved.	regular reviews of improvement plan progress and feedback from working parties. - Partnerships: Community partnerships are evidenced through the termly self-evaluation and improvement calendar, and strong relationships reported by partners in focus groups during our recent review. - Parent Council and PTA: The PTC and RPSA support the school and work closely on improvement and fundraising.	
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2.3 Learning, teaching and assessment	In all classes, learning intentions and success criteria are shared and discussed, with teachers engaging children in generating success criteria. Almost all lessons have a clear purpose, with explanations and instructions being clear and focused. Classrooms reflect a positive ethos and culture, with highly positive relationships evident across the school. Almost all children are fully engaged and highly motivated throughout lessons, and from our recent review questionnaire data the majority (52%) enjoy their learning all the time. In some classes, children take increasing responsibility for their learning, and children are very confident in using digital technologies to enhance their learning. Staff working at the early level are motivated to embrace child-centered pedagogy and are at the early stages of play-based approaches. Teachers use questioning effectively to deepen understanding and extend thinking, with the majority employing formative assessment strategies and providing verbal and written	• Staff observations and classroom assessments indicate that almost all lessons have a clear purpose and that explanations and instructions are clear and focused. Positive relationships and a positive ethos are evident through classroom interactions. Teachers' use of effective questioning and formative assessment strategies in the majority of classes shows a focus on deepening understanding and extending thinking. • The use of digital technologies is well embedded, as evidenced by the confidence children display in using them and the effective use of Seesaw in almost all classes. • The early level staff's motivation to adopt child-centered pedagogy and play-based approaches is supported by their increasing understanding of national practice guidance. • The highly organised indoor and outdoor environments, along with creative use of spaces for targeted work and meaningful play activities, are observable indicators of a supportive and enriching learning environment. The comprehensive	4/5
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	feedback as noted in class observations and jotter sampling. Lessons and activities are well planned, taking account of Es/Os and national benchmarks, and the staff use a range of data well to contribute to the whole school tracking system. Support staff provide high-quality support in classes, leading to improvements for almost all targeted learners. The indoor and outdoor environments are exceptionally well organised to allow pupils to learn, with creative use of space and good use of resources to facilitate meaningful play activities.	assessment calendar and robust teacher judgements further support high levels of attainment across the school. The developing Learning, Teaching, and Assessment policy is aligning with the Argyll and Bute Framework and will reflect current pedagogical thinking, ensuring a clear understanding of effective practice. Finally, support staff's diligent provision of high-quality support, leading to improvements for targeted learners, is tracked and managed well. This, along with the positive use of learning space, environments and resources, underpins the school's commitment to providing a supportive and effective learning environment.	
3.1 Ensuring wellbeing, equality and inclusion	The school fosters a welcoming and inclusive ethos, with staff demonstrating respectful and nurturing behaviours that show genuine care for the children's wellbeing. Daily interactions, group discussions, and recent review questionnaire feedback reflect the positive relationships across the school community. The mutual respect is evident between staff and children, with 96% of children surveyed in March agreeing that staff treat them fairly and with respect. Staff also report	- Daily Interactions and Group Discussions: Observations and feedback from staff and students reflect positive and respectful interactions. - Questionnaire Feedback: Data from questionnaires shows that 96% of children feel treated fairly and with respect, 94% feel safe, and 95% believe behaviour is positive all or some of the time.	5

	that they feel supported and valued, and are committed to the school. The school recently received the OCTNE Bronze Award, Almost all children (94%) feel safe at school, and 95% believe behaviour is positive all or some of the time. Bullying is appropriately dealt with, with 53% of children reporting no experience of bullying. Parents and carers discuss positive, trusting relationships with school staff and believe their children are well understood as individuals. Children's voices are integral to the school's planning processes, with input in target setting during child's planning meetings and involvement in pupil committees. Wellbeing wheels are used to ensure children's needs are met during transitions and planning meetings, which then ensures the GIRFEC agenda is well adhered to with staff and pupils showing good working knowledge of the SHANARRI indicators. The school's Health and Wellbeing (HWB) program and the PATHS curriculum address physical and emotional health at all stages. Diversity and Learning for Sustainability are prioritised, with Global Citizenship and rights as key focuses.	Additionally, 90% feel they can speak to someone if upset or worried • Focus Group Discussions: At a recent school review parents and carers reported positive and trusting relationships with school staff, indicating that staff know their children well as individuals. • Wellbeing Wheels and Indicators: Used at transitions, planning meetings, and reviews to assess and monitor children's wellbeing, ensuring appropriate support is provided. • Health and Wellbeing Programs: The PATHS curriculum and HWB program are implemented across all school stages, emphasising physical and emotional health, diversity, and Learning for Sustainability. • Our RRS Symposium put children's rights on the Helensburgh and Lomond map and highlighted the great work of our cluster colleagues too. • Physical Education and Outdoor Spaces: All classes have two hours of high-quality physical education and children are	
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	From our pupil questionnaires almost all children (90%) feel they can speak to someone at school if they are upset or worried. High-quality physical education is provided for two hours weekly. Our playground space, influenced by children's input, enriches play and enjoyment. Local beaches and woods are effectively used to enhance learning. Staff understand and comply with statutory safeguarding and child protection requirements, all staff completing annual training and reporting any wellbeing concerns through a clear system. Comprehensive policies and procedures from Argyll and Bute Council and the Scottish Government are in place for health and safety, positive behaviour, and anti-bullying. The administration of medicine guidelines is followed, with careful monitoring and appropriate training for conditions like diabetes and allergies. Pupil absence is closely monitored every month by all staff, with GIRFEC meetings and further referrals sought to support pupils with low or non-attendance. Staff work to include and engage all children in school life, encouraging participation in learning discussions and decisions.	physically active in our redeveloped outdoor spaces which enhancing play too. • Safeguarding and Child Protection Training: Staff compliance with statutory requirements is ensured through annual training, LEON Modules and clear reporting systems. • Policies and Procedures: Established protocols for child protection, health and safety, positive behaviour, and anti-bullying are in place and followed. • Medical Guidelines and Training: Administration of medicine guidelines is adhered to and four members of the school staff have updated first aid qualifications. • Attendance Monitoring: Pupil absence is tracked, and support is provided to families by the Senior Leadership Team. • Support Systems and Collaboration: Effective use of support assistants and collaboration with agencies like Young Carers and Exchange Counselling.	
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	Classroom environments are positive and respectful, with children encouraged to support one another and ask for help when needed. Support assistants are effectively timetabled, and best practices involve full use of assistants for group and individual support. Collaboration with other agencies ensures children's needs are met, with services like Young Carers and Exchange Counselling currently working with identified children. Wider achievement is celebrated and tracked, with enrichment opportunities provided through activities like gardening, gymnastics, and singing clubs.	Wider Achievement Tracking: Enrichment activities are tracked and celebrated, with ongoing development to involve parents and ensure a variety of opportunities for all pupils.	
3.2 Raising attainment and achievement	As will be published in our school Attainment paper, attainment in literacy and numeracy is very good. In the 2023 ACEL, almost all children in P1 and P7 attained the expected CfE levels in reading, writing, listening and talking (L&T), and numeracy. All children in P4 achieved the expected CfE levels in reading, L&T, and numeracy, with almost all achieving the expected level in writing.	- Almost all children in P1 and P4 and P7, attained the expected CfE levels in reading, writing, L&T, and numeracy. Attainment was above both the Argyll and Bute Council and national averages. - Consistency Over Time: Attainment of CfE levels has remained consistent from 2022 to 2023, matching or exceeding pre-COVID levels.	5

	In all measures, children's 2023-2024 ACEL attainment was above both the Argyll and Bute Council average and the national average. Among the 52 children from P2-7 with recorded ASN, almost all (92%) showed improvement in at least one progress measure over the previous year. Notably, P5 has recorded a very positive set of results. Our combined ACEL data for P1, P4, and P7 for the academic year 2023-2024 is in the 90th percentile for all organisers and has remained consistently high. Pupil achievements are highly valued and promoted by all staff. There is a robust system in place to track children's achievements. Achievements are celebrated through assemblies and noticeboards, and pupils are proud of their school, confidently discussing the skills they develop through various groups like Eco Schools, charities, and Rights Respecting Schools. Children's rights and school values are deeply embedded, and leadership and communication	• SIMD Analysis: Progress and attainment for children from SIMD Q1 and Q2 areas are in line with national expectations. • SLT and teachers use well-established systems for tracking and monitoring attainment across literacy and numeracy. • Data is effectively used to identify children not making expected progress, including those with ASN. • Teachers are supported to understand CfE levels and children's progress through planned professional discussions and data analysis. • High Standards maintain a continuous focus on improved outcomes and high standards of attainment over time. • Achievements are celebrated through various school events, fostering a sense of pride and confidence among pupils. • The method of personal and wider achievement tracking is beginning to identify specific talents, • Equity and Support for Learners is addressed by understanding Socio-	
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	skills are fostered through opportunities like the new pupil buddy system. The Head and Depute are very aware of the socio-economic and cultural context of the school and we use data to identify specific attainment gaps, particularly those related to ASN or military pupils. Pupils with identified gaps in their learning receive excellent support. Staff have a strong understanding of the school community's context and track the progress of specific children well, providing timely and appropriate support. The use of Pupil Equity Funding (PEF) is clearly planned and effectively supports identified groups to make better progress in literacy, numeracy, and health and wellbeing as documented in the quality and standards report previously. Various interventions are successfully helping to close learning gaps for specific pupils.	Economic Context through data. Informed support for ASN pupils to ensure progress. • Clear plans for using PEF to support better progress in literacy, numeracy, and wellbeing. • Various interventions are successfully addressing and closing learning gaps for specific pupils. • Our combined ACEL data for P1, P4, and P7 for the years 2023-2024 is in the 90th percentile for all organisers and has remained high for the last few years.	
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* Evaluation 6-point Scale:

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

