



Standards and Quality Report 2022 - 2023

Name of school

Rhu Primary School

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).*

Rhu Primary School is a non-denominational, co-educational institution situated in the heart of Rhu village. Constructed in 1966 as a replacement for the previous school, it accommodates students from Primary 1 to Primary 7 across seven classes within a single main building. The school hall serves multiple purposes such as physical education, dining, and hosting school events. With an approximate enrolment of 200 students and a high number of placing requests, Rhu Primary School is a sought-after educational institution, often operating at maximum class capacity with limited space available. Its associated secondary school is Hermitage Academy.

The school is staffed by ten teachers, including the Head Teacher, Depute Head Teacher, and one Principal Teacher. Additional support is provided by a pupil support teacher for three days a week and a support teacher funded by the M.O.D for one day a week. The school benefits from a team of experienced additional support needs assistants, pupil support assistants, and classroom assistants.

During the previous academic year, Rhu Primary School focused on enhancing its school grounds after gathering input from students, staff, and parents. The original tarmac playground has been transformed into a more diverse space, featuring two covered outdoor learning areas equipped with hangers for storing outdoor clothing, two mud kitchens, two large sandpits, a STEM and maker space with a wide variety of equipment and loose parts, a gravel pit, a summer house, and an imaginative islands area. These areas are utilized by students and staff during outdoor learning sessions and playtimes.

Rhu Primary School has recently achieved the Silver Accreditation for Rights Respecting Schools and has been honoured with eight Eco Green Flags. The school commenced work on revisiting its vision, values, and aims during the 2021-2022 academic session through the Rights Respecting Schools agenda and further embedded this in the 2022-2023 session. The school's current focus is on attaining Gold Accreditation for Rights Respecting Schools, beginning our 9th Green Flag, obtaining the Health Award (Active Schools), and embarking on the Reading Schools Accreditation journey.

Review of SIP | Priority 1 Raise numeracy attainment through mastery approaches to maths

Progress and Impact:

- Our attainment data for P1/4/7 in session 21/22 was 95%. 26% above Argyll and Bute's attainment and 17% above the national attainment data for numeracy. Keeping attainment high in different cohorts is challenging and to achieve high numeracy attainment again it remains a SIP priority with progress and impact detailed below. Pupils with trained mastery staff showed excellent attainment with more than 95% of pupils in six stages showing progress over time.
- Resources, last purchased for numeracy to enhance concrete, pictorial and abstract maths mastery approaches to teaching, have worked well in class. Observed lessons show almost all teachers using these. We will now look at reviewing resources for practical maths topics, e.g. measurement to ensure impact across all maths topics.
- The Argyll and Bute Numeracy and Maths Progression Framework appears to fit more naturally with Maths Mastery and we are referring to these as we progress with our teaching and learning and for one of our key equity groups, forces transitional pupils to ensure numeracy and maths progression and provision.
- There are copies on GLOW of Scottish CfE Mapping and Benchmarking Document in shared drive to cross reference lessons taught in MNP and Scottish benchmarks.

[Rhu Primary 2 > F Plans 22-23 > MNP > Mapping, etc.](#)

- We feel this reassures staff that all benchmarks are being addressed through Maths Mastery in MNP. Staff can still continue to access the Rhu Maths Planners as a resource for extra information.
- Teachers are using the textbook digitally on the smartboard.
- We felt it was important to introduce, use and reinforce the language MNP programme and this should start in Term 4 in P1 and continue in each year group.
- Videos to parents showing aspects of Maths Mastery were sent to parents and the school community to highlight the approach to maths teaching at Rhu. Parent have commented that they bar model, use counters and pupils have better recall of number facts through the master teaching of associated number facts.
- All staff using MNP now have their own account.
- Staff have been using the Sumdog diagnostic assessments as part of their assessment tools and evidence gathering.
- P1 have been linking their numeracy to their weekly texts and play making it relevant and putting concepts into a real life context. **(See P1 play journal photo evidence - ask AL/DC/NM)**

- Using stories in P1 to support understanding of numeracy concepts for relevance and run and to fit with the principles of curriculum design to improve learners' experiences and understanding.
- Maths Bot resource has been a supportive resource for P7. Using numeracy puzzles for a soft start in the mornings.
- Mastery approaches are evident in almost all lessons. In term 4 observations 89% of maths lessons were mastery focused and allowed pupils depth and breadth of learning. All staff have all had the opportunity for further inset training from Gemma Merhag (Author of MNP, TeeJay Mastery and Glasgow Counts)
- The greatest attainment gap in maths and numeracy data was within the Primary 5 moving to 6 cohort. Our P6 pupils with mastery approaches almost all off track and not showing expected regress were able to make gains with less than 5% of the cohort off track.

Next Steps:

1. Review resources required for practical maths topics.
2. Get feedback from all staff to assess the usability of the Scottish CfE Mapping and Benchmarking document in shared drive to cross reference lessons taught in MNP and Scottish benchmarks. Get feedback.
3. Recommend MNP Workbook 1a commences in P1 Term 4
4. Create a document for parents and carers to show the maths no problem approach in each year group, detailing vocabulary, operations etc.
5. Offering Maths Workshops/working maths week, to parents and carers with stalls in the hall or parents attending a class with pupils to have a lesson or do some activities. Term three 2024.
6. Review time allocated to the teaching of maths across the curriculum.
7. Review the Sumdog and other assessment data as a whole school and look for trends in particular areas.
8. Observations of maths teaching and target setting to be undertaken by Rhu staff, Gemma Merhag (Argyll and Bute Council and Author of MNP and TeeJay Maths Mastery) and Brendan Docherty, Education Manager, Argyll and Bute Council.
9. From XBRA analysis of whole school numeracy 5% of pupils did not make their expected individual level progress, of this 5%, 4% are P5 pupils moving into P6. ANST support will be focused on P6 numeracy for the start of the 2023-2024 session.

Review of SIP | Priority 2 Track and promote reading with the whole school community.

Progress and Impact:

- Progress over time data indicates that only 2% of pupils at Rhu have not moved their individual reading level this academic year. 98% of pupils have shown growth in reading analysis this year supporting the interventions and access to Accelerated Reader.
- We have started reciprocal reading in P4 in ability groups, and further up the school in mixed ability groups - spacing for groups to hear and discuss can be an issue and staff would like more adult support with reading. To support this we have had Fiona Hughes in as a reading volunteer and due to the impact with pupils we intend to build on this next session with volunteers such as Sheena Savage from the Literacy Hub. For spacing some teachers and support staff are being creative and using the outdoors in the spring/summer. The Library is also a nice setting.
- Cooperative skills in action are evident in reading groups to listen to others, discuss and evaluate, patience etc.
- Progression in reading skills through the school from turn taking/ listening skills, predicting, using dictionaries etc. is evident in assessment data and through observations.
- Audit of group novels for reciprocal reading groups completed to create a planner that moves through the school.
- Reading schools award near completion - Nursery visits, community book fair, and Book Week Scotland, soft start and shared finish have all taken place to support this.
- Reading buddies and Reading ambassadors are working well.
- Grants obtained for £800 books for the library – to focus on diversifying our library. Reading environment plan with the Education Procurement Team for finalisation (waiting on tender bids)
- Redesign of library to make it more attractive, ongoing.
- World book day celebrations planned and executed- novel author Katherine Rundell

- Regular authors live presentations being used throughout the school but with wifi strength it can be an issue for live streaming.
- Analysis of readers in school compared to books available in library completed, new books purchased to fill in gap between AR 2-3 for older readers to have a greater impact on those readers having a selection of age appropriate and varied texts.
- P1 use books for all planning each week to include the principles of curriculum design.
- The P6 allocated AR time has been working really well. Most of the class are on track and meeting their targets and enjoying reading. The children who have previously required a greater level of support with their reading and book selection now have greater independence in their reading and a greater enjoyment and engagement with reading.
- We are pleased that the children who have been having a one to one read have made good progress this term and are now seeing themselves as successful readers.
- In P6 we have widened the diversity and variety of books, authors and stories and the children have responded well to the opportunity to widen their understanding and engagement with books they may not have previously chosen or had the chance to read.
- 97% of our P6 pupils made progress over time. Only 6% of P6 learners are reading below chronological age, these learners have been identified as being dyslexic but have made gains of on or above 13 months in reading age, whilst using the resource from August 2022 to June 2023.
- AR quizzes created for school ORT Books by AR lead.
- Training offered from R.Munro, Rhu Primary AR lead on using the resource. Several members of staff have utilised this support for target setting and their pupils are meeting their AR targets which are well thought out and planned.
- Qualitative feedback from parents and carers regarding reading literature and the reading Force, for service families to share has been positive.

Next Steps:

- Space and timetabling of rooms to support reading groups.
- Library design - ongoing
- Interactive library exhibits e.g. QR codes, online reviews,
- AR reward system - whole school celebration of success, achievable and challenging targets
- Targets - possibly children throughout the school into 'teams' and celebrate word totals, 100% quizzes etc. Ensure all staff know how to target set and are using this with pupils. AR lead will conduct classroom observations at AR time.
- Create quizzes for every book in school - literacy world and all group novels
- Dream reading school planner - key authors and texts covered in each stage, diversity of books read
- Reading buddies or reading ambassadors running a book club or reading to younger pupils in break/ lunch.
- create a book list for parents/pupils of appropriate of different stages
- 'authorfy' subscription
- Despite the progress over time data with reading being 98%, the lowest margins of growth as analysed by our tracking and monitoring spreadsheets of reading assessment are within Primary 2. Therefore P3 next session will have dedicated AR and Myon Time. Almost all children will do a weekly AR Quiz and a termly star Assessment and the impact on theses learners will be an increased reading age and improved access to all areas of learning through greater vocabulary and understanding of texts.
- P3 Parents will be given an AR session in Term 1 to explain Accelerated Reader and to support the resource and reading at home.
- ANST and Pupil support will be facilitated for Primary 3 pupils to support raising the attainment margins in reading next session. With an expected gain for all pupils of 12 months in progress and exceeding chronological ages.

Review of SIP | Priority 3 Continue our Rights Respecting Schools journey and embed the school vision and values and review and refresh Rhu Primary School aims.

Progress and Impact:

- Our evidence from August 2021- June 2022 was collected within a scrapbook.
- Silver accreditation was awarded - May 2022
- Playground Mural finalised in August 2022 which demonstrates the revised school values. Every child in the school contributed to the planning and the designing process. Children's views were taken into account when revising the school values.
- Celebrating each article using the UNICEF resources. The Rights Respecting language and thinking is embedded into the curriculum and the classes' weekly timetables.
- Each class has presented an assembly to the school based on the Global Goals. Other important events such as World Children's Day, Anti-bullying day, and Random Acts of Kindness weeks have been celebrated with whole school activities.
- Groundwork for our school Positive Behaviour Policy has been based around the children's rights and pupils, school staff and parents have had a say.
- Children have a good knowledge of their rights and P7 pupils have used their pupil voice to independently approach the Head Teacher to voice their ideas about the playground and how to improve it to make it a better place for all pupils.
- We have achieved our 8th Green Flag for the Eco Schools' award.
- PATHS is taking place in each class weekly and the Rights Respecting language is being used within the classroom to deal with conflict and support understanding and resolve situations.
- Groups to support children's all round development, nurture and mental health: Seasons for Growth / Wise for my Size / Young Carers / Counselling service / MOD support with SJ.
- P6/P7 and P1 had a visit from Police Scotland and the MOD Police to support internet Safety.
- P1 staff have been working on Article 31 to support play based learning within the classroom.
- P7 addressed the Holocaust link through their WWII topic.
- We are addressing World Religion Day celebrating more diverse religions and their festivals, throughout the school.
- Eco committee aiming to work together and share common goals. This will be reflected in Eco Action Plan

<https://click.email.vimeo.com/core/?qs=f9fa33ad305307068e01a67e7e1e9a225784b85e81f2a72888a8460561e2f59e601690a2200574d3734e95c0122f04b8fe186bdd8367d5a69bb4781e01093013>

- We created a Duty Bearers Video of people who uphold Children's Rights. The video has supported our stakeholder participation in our Rights Respecting Journey, bringing the community and parents on board and it has led to more informed awareness of people with a duty to uphold children's rights as evidenced in our evaluative comments from pupils when discussing rights and people who help us. This has supported some of our pupils working with external agencies to build trust and supportive partnerships.
- Almost all classrooms are RRS classrooms with evidence of class charters and RRS displays.
- Pupils can discuss their rights and use these on forum such as our RRS committee.

Next Steps:

- Rights Respecting Schools Gold Submission
- Out Right Campaign
- Promoting and launching the Positive Behaviour Policy involving all school staff, parents and pupils.
- Organise second joint ECO/RRS week
- Look at building a curriculum rationale around Rights Respecting Schools
- Give our writings respecting school lead the opportunity to teach upper primary, 2nd level, to strengthen the Rights across all planning at all levels.
- Each class will host a RRS assembly
- Pupils will have meaningful involvement in planning their learning. Setting improvement targets in curriculum areas and evidence of pupil led learning will be in planning.

Review of SIP | Priority ELC

Progress and Impact:

Next Steps:

Review of SIP | GME Priority

Progress and Impact:

Next Steps:

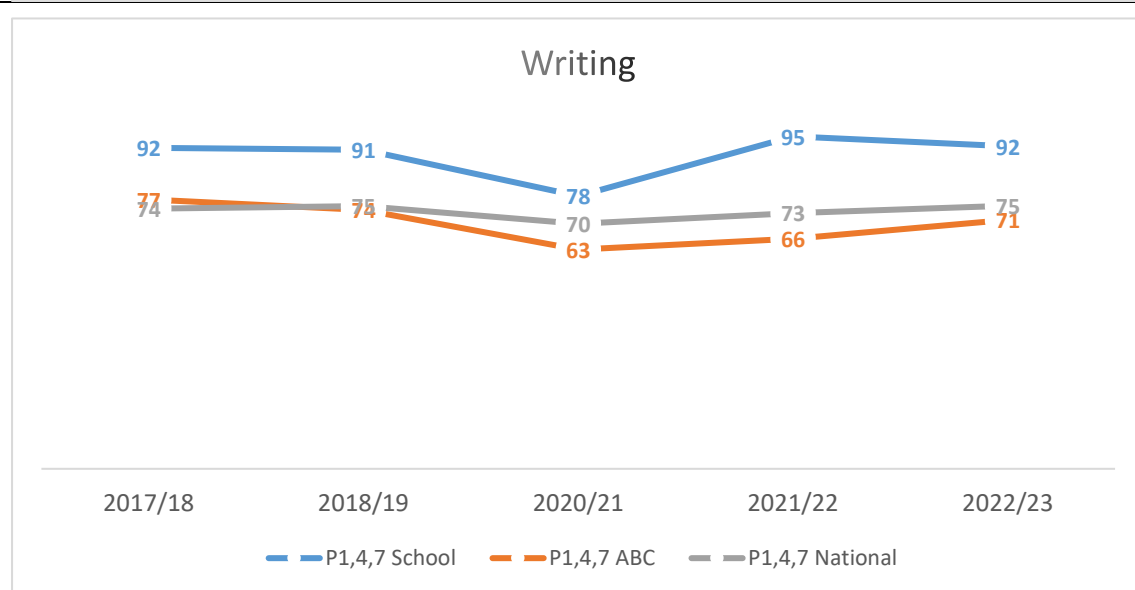
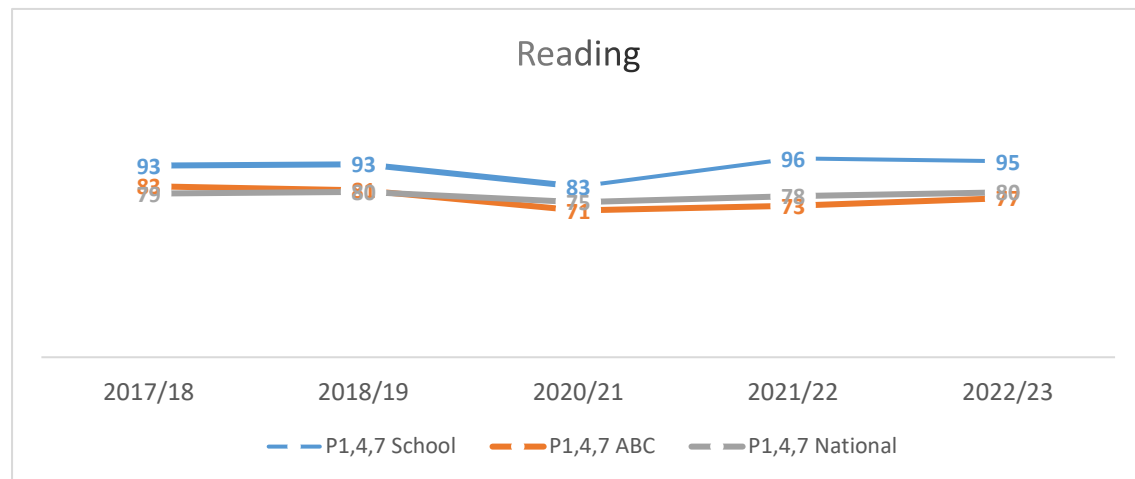
Review of SIP | Developing in Faith Priority

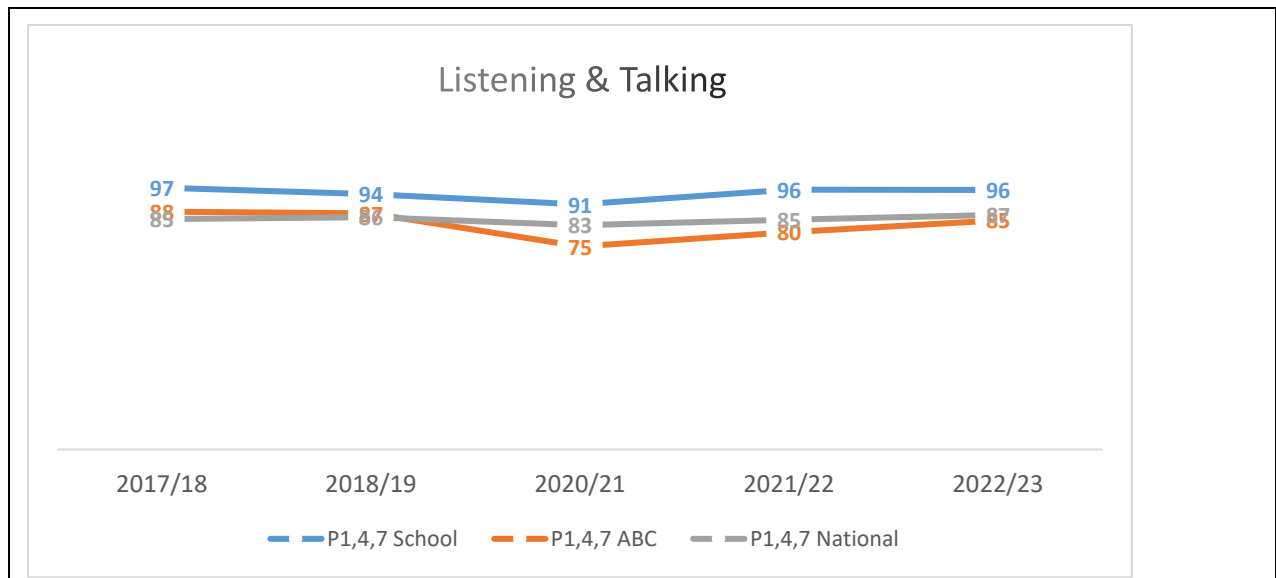
Progress and Impact:

Next Steps:

1.1 Attainment Data

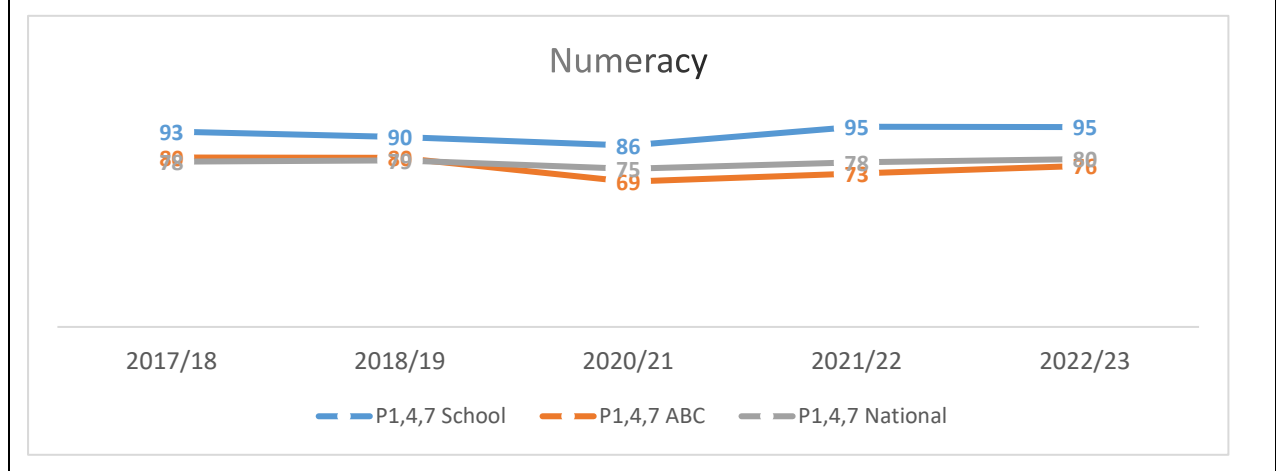
Attainment of Literacy Curriculum for Excellence levels 2017/18, 2018/19, 2020/21, 2021/22 and 2022/23.
(teacher judgement – confirmed levels – 5 year trend).





1.2 Attainment Data

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



Please Note:

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

Due to the Covid 19 pandemic, there was no collection of ACCEL 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?

The school data tracking spreadsheet is used to track pupil participation at clubs and activities in and out with school. Pupil's experiences on councils and committees such as Rights Respecting Schools and Eco Schools are monitored through this tracking spreadsheet too.

Wider achievements are celebrated weekly by the Head Teacher at school assemblies and in classes. Wider achievements are recorded in a class log book and this follows the class through the school. Pupils enjoy being recognised for wider achievements and have shown greater participation when this has been mentioned at assemblies. It also allows pupils the ability to know and suggest external activities to parents and carers based on the influence of their peers.

Opportunities are provided for pupils who may not have access to extra-curricular clubs and activities. This was in part, a large driver of this session to allow all pupils the opportunity to participate in a whole school expressive arts production of Matilda the Musical Junior.

This was hosted in the Victoria Halls Theatre at no cost to parents and pupils and provided drama, music and dance opportunities to all P4-P7 pupils with a visiting theatre experience for all P1-3 pupils. The musical was funded by an ACHA Grant which covered the theatre costs and Licence Sponsorship from the Rhu Inn. Two performances were at full capacity of 365 audience members per show.



Some of the recent feedback we have received:

'I wanted to say how fabulous the Matilda Show was last night. We were absolutely blown away by the talent and professionalism of the kids and the production'. P5 Parent.

'We would like to say a massive thank you for inviting us along to your Matilda performance last night, The show was absolutely brilliant and we thoroughly enjoyed watching everyone on stage singing, dancing, performing and having a great time. We loved getting to see some of the young people we support through our service up on stage, giving it there all. Huge well done to everyone involved in the production. It certainly deserved the standing ovation it received'. Young Carers.

'I would like first of all to thank you for the lovely invitation to view your performance of Matilda which came into my Oban Office. I attended last night with my husband and daughter and we thoroughly enjoyed the performance. Cathy, the Chair of ACHA also attended yesterday afternoon and agreed how good it was. You all must have worked really hard to put on such an excellent show. Could you pass on my thanks and appreciation to the rest of the cast and staff at Rhu, I know that your teachers will be very proud of you all and I am very glad that ACHA could contribute in a small way to help you put on the performance'. Michelle Mundie Chief executive Argyll Community Housing Association Ltd.

The impact on the show for pupils has been far reaching. Talking and listening as well as other IDL curriculum links, creative experiences and the number of pupils now signed up for the local pantomime and theatre clubs has been a positive impact. All pupils had the opportunity to participate and feel part of a school team and wider community. The positive praise has had an impact on confidence levels and pupil self-esteem.

Our school this session, received our 8th Green Flag. Ross McLaughlin, Head of Commercial Services, attended our celebration assembly of this milestone achievement. We are one of only a few schools in Scotland to have achieved this. All pupils have played a role in this accreditation and it aligns closely with our Rights Respecting Schools Global Goals.



This term alone:

- All pupils participated in the King's Coronation Celebrations and we were selected to plant a coronation tree in the local community which was supported by the Rhu and Shandon Parish Church.
- Primary 5 & 6 pupils participated in Samba Drumming Workshops, which has led to greater musical participation as evidenced in our wider achievement trackers.
- All pupils from P1-7 had the opportunity to attend a school trip. Examples include the Science Centre, Finlaystone Park and the Tower Cinema.
- Mrs MacBeath and Mr Dickie trained the netball and football teams respectively. Both performing exceptionally well at local tournaments.
- Teams from P1-P7 participated in the inter-schools tennis tournament in June. Rhu won this tournament and were presented with a cup from the Helensburgh Lawn Tennis Club.
- P6 participated in the waterfront development consultation and the new cycle route consultation. Advocating for young people within the local community.
- In June West Dunbartonshire Gymnastics Club ran a taster day for P2-P6 pupils at Rhu Primary
- Pupils participated in the inter schools cross country with excellent team and individual placings.
- Primary 7 pupils have developed their enterprising skills by running a school stationary shop.
- Our Euroquiz team won the HALCO cluster competition and were 3rd overall in Argyll and Bute.



- Primary 7 pupils attended a four day residential trip to Dalguise in Perthshire.

- We celebrated the month of the military child and a Primary 5 pupil was awarded 2nd in the national poetry competition.



We wore odd socks for anti-bullying week and we raised money for various charities such as comic relief.

All pupils contributed to a playground mural for our School Values.



Sports, expressive arts, music, citizenship, charitable endeavours, creative writing and outdoor education wider achievement opportunities have all been available to pupils this year.

Summarise progress and next steps in relation to pupil equity funding

PEF Standards and quality Report – impact made 2022-2023

PEF this year was used to backfill a teaching post to allow the release of a very experienced teacher to engage with pupils who are entitled to PEF support to close the attainment gap this was the second year of this PEF initiative.

A correlation was drawn following last year's PEF initiative with lower attendance and lower attainment. Reduced attendance was indicating pupils were not accessing lessons or interventions and support which had been planned and timetabled for them. To analyse this further attendance of all pupils across the school has been closely monitored throughout the year. At tracking and monitoring meetings % attendance rate was discussed. Patterns were emerging of pupils receiving interventions that also had low attendance rates, term time holidays and late comings. The analysis of attendance data was essential because often absence and not the timetabled intervention was the reason for lack of recovery in attainment. Interventions were missed through absence or late comings. Parents were made aware of the impact and attendance meetings were held when attendance had fallen below expected levels.

There is also a strong correlation with pupils that are off track and parental attendance/non-engagement at parent evening sessions. Parental engagement is important to support the learning of pupils in raising attainment. We will track and target more closely in the 2023-2024 session. We have highlighted to Mark Jones, Royal Navy, the possibility of childcare booking for military families to attend school events and functions as, at times, childcare can be a barrier to this.

Of our targeted children 41% (18 pupils) had attendance rates less than their class average. Of these 18 pupils 6 are off track in one organiser and 2 in 2 organisers. This area of data correlation is one that we would like to investigate and track more closely in the next academic year. The Head Teacher will continue to check attendance rates of all pupils across the school on a weekly basis this will allow for quick intervention when attendance rates begin to fall.

The role of the PEF support teacher is detailed below.

PEF Pupil support Teacher Remit

- PEF Portfolio and record keeping relating to all PEF pupils
- Target Setting and Review for all PEF pupils to be shared with class teachers and support staff
- Wellbeing App oversee
- Contribution to UCPs
- PEF Pupil progress tracking
- Allocation and collation of three ANST teachers and programs/interventions to be used
- Timetabling ANST staff with DHT
- Chair ANST Meetings - One per month
- Attend/provide feedback for ASN staff meetings
- Meetings and Reviews – Class Teachers/Parents/ASNs and Other Agencies
- Dyslexia Scotland collation of evidence for Rhu pupils
- Staff training
- Delivery Group/Class Work – Number Talks Etc. on a PEF Timetable for PEF pupils
- PEF termly reporting and data analysis (Tracking, Assessments, Observations, SNSA and XBRA data)
- PEF Standards and Quality Report – impact made
- Review and update of Able Pupils

Success Criteria to facilitate evaluation of learners' progress

Intervention planned and evaluated.

Qualitative data gathered through observations and discussions.

Data will evidence increased attainment for all pupils.

Fluency of reading and comprehension of text will be improved.

Impact

The benefits of having one key member of staff to oversee, plan and support the pupil support team has had a positive impact on all learners and staff. Throughout the second year of the PEF support staff were able to take ownership for their learners and grow in support when managing or delivering interventions.

Dyslexia Identification.

Dyslexia Scotland paperwork and evidence gathering was started and all staff were given training by the PEF teacher on completing this paperwork; how and what type of evidence to gather, and interventions to target reading, spelling and writing were put in place and monitored for two terms.

By June 2023 eleven pupils have been identified as having a Dyslexic diagnosis, parents and pupils have been consulted and the relevant support has been put in place.

Four pupils have responded very well to interventions and the challenges that they faced have been resolved.

Ten pupils have responded to interventions by making progress but are still being monitored, or there are other factors that need to be investigated further as Dyslexia alone does not explain the challenges that they are facing.

Maths Mastery and Maths Recovery, Reading, Writing and Talking and Listening Support

Pupils entitled to PEF in Primary 3, 4, 5, 6 and 7 were identified as needing additional support around numeracy and a maths recovery approach was required to build a strong foundation and recover their maths learning.

At the start of the year 64.1% of these pupils were off track compared to now when we have 20.5% off track. All pupils have made progress within the XBRA framework this year and moved at least one level of attainment, despite the small number off track they are all showing progress over time.

In addition, thirteen more able P6 pupils were taught in term 4 using maths mastery techniques to allow the class teacher to support the less able pupils within the class setting.

Some pupils and families entitled to PEF were provided with wider achievement opportunity funding. This information would identify specific pupils and hence has not been published.

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6) *
1.1 Self-Evaluation for Self-improvement	Staff are moderating writing as part of a trio with Hermitage and Colgrain. Working parties are evaluating current practice in specific areas using QI. Staff are all analysing digital data (Accelerated Reader, SNSA, Sumdog) to help inform reporting and next steps in learning. Working parties are a good example of staff members working well as a team. This provides increased opportunities to affect change and improvement in the school. A body of evidence is gathered on individual children to help remove barriers to success. Pass on information, outside agencies, nurture groups, counselling, support plans. We always look to involve all stakeholders in school decisions. For example, committees such as	Examples of writing have been shared successfully between staff from each school. Working parties meet at arranged times and measure progress using QI. Accelerated Reader has been successfully embedded in daily routine/practice and helps staff monitor progress and ensure appropriate challenge. Staff members have formed working parties for specific areas (maths, reading, rights respecting, positive behaviour). Counselling sessions have been successful, outside agencies such as Young Carers, Audiology have helped provide support to specific children. Stakeholders have helped embed understanding of RRS in the school through meetings, assemblies, resources provided by our RRS lead (Mrs Hart).	5

	RRS, sports, eco, reading ambassadors and parent groups such as the PTC and RPSA.		
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.	All staff have high expectations of all learners Values revisited and related back to RRS articles Data being used to inform a clear understanding of the social , economic and cultural context of local community Leaders at all levels motivate and inspire others	professional dialogue tracking and monitoring analysis of data sharing of targets with pupils consistent routines in classroom i.e. 1st 15 mins is AR time assemblies to share, whole school mural PTC involved shared language around the values and rights within school SIMD data, cost of the school day being analysed and acted upon. Solutions being found to keep costs down transient service families identified to allow for PEF targeted funding Seasons for growth helping to target bereaved families	5

	Almost all teaching staff reflect regularly on, and show commitment to, the shared values as embedded in the GTCS standards. The SIP and Standards and Quality Report are working documents	Close collaboration with local Young Carers group to provide 1-1 time for pupils as well as access to outside activities, mental wellbeing resources SNSA data and ACEL data used to compare with like schools across Scotland All working parties are led by teachers to drive forward school initiatives - distributed leadership model These teachers have been supported with time to ensure that all staff have confidence in delivering the improvement within their working context. I.e. peer to peer teaching, support, target setting. Support staff fully involved in this as well Regular support staff meetings to share progress and next steps to learning Seasons for Growth led by support staff for accreditation Staff member gaining Nurture accreditation (outside A&B) School CPD website created with links to reading, webinars, curriculum rationale etc. also linked to Trio work on literacy Staff are sharing reading and professional reading library being developed	
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	Sharing information with community Staff committed to change which improvements for learners	Time made at all staff meetings to continually reflect and review on SIP progress so far and time given for <u>all staff</u> to take part in this. Shared with PTC at start of year and from parental survey results - a mid-year report will be issued. After curriculum rationale discussion - Upper School planned joint learning experiences to be evaluated (pupil voice) Infant staff involved in the A&B Play Pedagogy group Support staff working closely with Teacher for the Deaf & Visually impaired	
2.3 Learning, teaching and assessment	We have a culture and commitment to children's rights and positive relationships. Rights are being embedded within the curriculum and classroom timetables and planning. Teachers are exploring new ways of planning and looking at their class and the groups within in, we can then adapt to the needs and interest of the	Weekly assemblies RRS themes and RRS assemblies All staff are aware of the journey we are on to the gold accreditation Teaching practice is constantly evolving and SLT are looking at the different ways teachers are planning to support their classes	5

	children. Almost all lessons are appropriately challenging and enjoyable. Children are involved with their learning and their needs are tailored to. We have strengthened our wellbeing app and GIRFEC work through our ANST teachers and supportive PEF role. Almost all staff can now work confidently with the Dyslexia Scotland Paperwork and almost all class teachers can allocate, identify and deliver appropriate interventions. Learners are supported depending on their needs. Support staff have an in-depth knowledge of the individual pupils they work with and the path their learning is on. Learning is child lead and their opinions on their interests is taken into account when planning and adapting learning. Their views are sought on the wider life of the school and in the community. The use of IT is well established within the school and pupils can use digital equipment when applicable or they wish to do so. Children participate in community events	Staff are adaptable to support the learners whether that be emotional support, nurture support, academic support. Staff are aware of pupils interest and needs and allow opportunities for pupils to lead the learning, in particular with IDL learning. Each class has access to Ipads/ Chromebooks and individuals have access to technology to support their learning such as voice typing. Worry box - safe space for children. Wishing wall pupil voice - taken views into account and put on display Litter picking posters/internet safety posters/church hope ribbons / Christmas lights switch on / beach clean/ local woods / village walk / planting trees are some of our wider community works.	
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	Teaching environments are varied and stimulating Assessment supports planning and next steps Planning takes into account important events within our wider community and world	Classrooms are inviting and displays are purposeful. Monitoring of classroom displays happened periodically throughout the year. With parents and carers invited in to see classrooms at the end of each term. Use of a variety of spaces - learning hubs/ learning cubbies to support individuals and groups / outdoor learning. With regular work at the Rhu Beach and Ardenconnel woods. The community spaces are well used and the community enjoy seeing the school in our Rhu High Vis Vests. Authors Live - children have access to opportunities which are stimulating, exciting and progressive for different year groups. Giving children opportunities to work with professionals and specialists and bring them into the classroom Intervention is purposeful, well thought out and for younger children is introduced with a sensitive and nurturing approach. Our learning cubby spaces have been repurposed to give pupils appropriate spaces that are nurturing.	
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		Regular and rigorous assessments throughout the whole school and the school year and evidence is gathered for pupils. • Sumdog • Star Assessments • GL assessments • SNSA's Tracking meetings take place for all pupils and interventions or next steps for all pupils are discussed. RRS / Global Goals/ topics on The King's Coronation Upper school having shared IDLs	
3.1 Ensuring wellbeing, equality and inclusion	'Learning Hub' as a space for additional support, reading groups etc. Pupil voice included in playground design and activities. Some pupils are offered an alternative to the playground for break and lunch - learning hub. Supportive eating environments such as picnic club for pupils who find the lunch hall challenging.	Learning Hub - signage, labelling of resources, clear defined working spaces within the room Library - ongoing redesign and creation of child friendly lay out and space to relax and enjoy reading Learning hub lunchtime and break time 'club'	5

	New books purchased to offer a more diverse range of content and authors as well as an equitable range of text for reading abilities. Seasons for growth groups running Young carers involved with several pupils School counsellor involved with several pupils Weekly RRS lessons, assemblies, achieved Silver RRS award Second level classes taking part in a joint IDL project Sports 'buddies' have been trained by Martin Caldwell P1/P7 buddies Special adaptations for 'soft start' for those who require it Home school learning packs being prepared for individual pupils who need continuous interaction RRS activities - mural, odd socks day, wearing blue, comic relief, acts of kindness Pupil groups - RRS, Eco, reading, sports Enhanced transitions for P7 pupils to academy and P1 pupils to Rhu Mixed classes school trips	Seasons for growth resources, several trained members of staff. RRS evidence - photographs, mural, class displays/ worksheets etc. Regular meetings with reps from various groups, RRS, RME planners in forward plans Tidy Friday to give pupils ownership and responsibility of playground Library cataloguing Parent open afternoons to experience the children's learning.	
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	created lots of working 'cubbys' throughout the school with an awareness of pupils not feeling embarrassed or stigmatised when using them Use of ipads and other technology to support learners. Regular support staff meetings to evaluate successful/unsuccessful strategies and approaches to support learners. Support staff based in specific classes to build the best relationships with pupils. Christmas gift appeal for children and families who struggled at Christmas Outdoor learning in school grounds, local area and wider area. Dalguise. At Christmas every child took part in a performance for parents - P1-3 nativity, P4-7 sing along Pupils have given presentations to pupils about their different religions and beliefs.		
3.2 Raising attainment and achievement	Evidence gathered from termly AR Star Reader assessment, termly Sumdog diagnostic, Maths signpost, termly writing assessments, Parallel spelling, Young's Reading and Suffolk Reading assessment all feed into the assessment and monitoring of progress across a year group. We	The school's data demonstrates our learners are making good progress in line with age related expectations.	5

	use this comprehensive data to underpin transition meetings and to inform a detailed and thorough assessment of an XBRA level. Children are included in this process to enable them to understand their next steps in learning. Children are encouraged to take responsibility for their learning and decision making. The school works with external partners to provide an insight into the possibilities with the world of work and future aspirations.	The schools attainment paper shows ACEL data over time above national and Argyll and Bute attainment. Rhu tracks mostly in the 90th percentile. Our numeracy, reading, writing and talking and listening data is expected to exceed authority data and stretch aim targets. Teachers are good at using an appropriate range of assessments, which lead to targeted improvement in attainment. Teachers are currently involved in a Trio assessment project which has been useful in providing a platform for professional dialogue, moderation of teacher assessments in writing and promoting equity of success and achievement for all learners. Children are given the choice to contribute to the direction IDL learning takes. Children are given the opportunity to discuss the types of books they would like to see included in their library. The school places a great emphasis on children's rights and allows the opportunity for the children to exercise their rights. External partners have provided workshops on varied STEM topics across the school e.g. The Grab Trust, The Royal Navy, The Toy Shop.	
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* Evaluation 6-point Scale:

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