



## Standards and Quality Report 2023 - 2024

### Name of school

Glassary Primary School

### Context of the school

The school is situated in Kilmichael Glassary and our catchment area comprises of Kilmichael Glassary, Bridgend, Kilmichael Glen and from Dunamuck Farm to Rhudle Mill along the A816. Our school values and aims have been developed with the pupils, staff and families and we work together to ensure that all members of our school community are nurtured, safe, healthy and doing the best they can. We work to promote children's and human rights in all we do and are committed to becoming a Rights Respecting School. Source - <https://www.glassary.argyll-bute.sch.uk/>

The school has two classrooms and a small dining hall. Our current school role is 22 pupils, from Primary 1 to 7. We have 11 pupils in the P1-4 class and 11 pupils in the P5-7 class. The school is surrounded by a tarmac playground and we are very lucky to have access at playtimes to the adjacent public play park through our own side gate. Source - <https://www.glassary.argyll-bute.sch.uk/about-our-school/>

The school has a very comprehensive and diverse pupil body and supporting community which has been hugely supportive of the school's improvement journey over session 2022/23. SIMD data does not accurately affect some of the broader poverty-related issues that affect pupils, particularly related to rural deprivation and a lack of broader community cohesion. There has been a refresh of staffing over the last year and this has been led successfully by the current Head Teacher who was appointed in August 2022. This has created opportunity for re-shaping the school's vision and values.

## Review of SIP | Priority 1 - Nurture, Inclusion and Personalised Support 3 to 11

### Progress and Impact:

<p><b>Key action</b></p> <p>Leadership team lead self-evaluation activities and lead and promote CLPL in line with HGIOS (How Good is Our School) and RRSA (Rights Respecting Schools Award)</p>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• Collegiate calendar</li> <li>• Records of Staff CLPL and PRD/professional learning conversations</li> <li>• Increased engagement with collegiate learning activities - attendance records</li> <li>• Increased staff sign-up numbers for online RRSA training and authority/national CLPL programmes</li> </ul>	<p><b>Progress</b></p> <p>Good progress made</p>
<p>All teaching and support staff receive refresher training on the GIRFEC Practice Model, Wellbeing Indicators and Risk</p>	<ul style="list-style-type: none"> <li>• Attendance records - all staff have attended training and/or been provided with resources.</li> <li>• All individual and class planning reflects shared understanding of GIRFEC, wellbeing indicators and whole school nurturing approaches</li> <li>• Records of conversations with staff show shared understanding of wellbeing.</li> <li>• Getting It Right Child Planning processes in place for all pupils who require support at Stage 2 or 3 of intervention</li> </ul>	<p>Good progress made</p>
<p>All teaching staff receive training in and consistently use Latest Pastoral Notes to record and review wellbeing information.</p>	<ul style="list-style-type: none"> <li>• Audited pastoral notes show consistent use of LPN.</li> <li>• All pupil chronologies are up to date and accessible to key staff.</li> </ul>	<p>Good progress made</p>
<p>All staff receive training and support in Restorative Practice and implement consistently</p>	<ul style="list-style-type: none"> <li>• Attendance records - all staff have attended training and/or been provided with resources.</li> <li>• Increase in records of restorative interventions (evidenced in pastoral notes)</li> <li>• Audit of pupil incident reports evidences an increase in positive interactions and restored relationships.</li> <li>• Consistent approaches evidenced in classroom visits/ records of coaching and PRD conversations/ staff planning records/sampling and scrutiny of pupils' work</li> </ul>	<p>Good progress made</p>
<p>Increase parental involvement and understanding of our restorative and nurturing approaches.</p>	<ul style="list-style-type: none"> <li>• Responses to emails and surveys show an increase in understanding and engagement in restorative processes.</li> </ul>	<p>Good progress made</p>
<p>Lead the school along the RRSA journey</p>	<ul style="list-style-type: none"> <li>• Increased staff sign-up numbers for online RRSA training</li> <li>• Evidence of the language of rights in communications between staff, pupils and families (website/weekly updates/ other home-school communications)</li> </ul>	<p>Satisfactory progress made</p>

This year has been characterised by significant changes in staffing since August 2022. This has allowed the Head Teacher to lead an exciting phase of recruitment, induction, team development and establishment of shared values, vision and safe and supportive systems of working. The staff team for August 2023 is now stable and settled and this will ensure that improvement can continue at an even greater pace in the new session.

### Next Steps:

Elements of this priority will be carried over into next session as part of our maintenance agenda and Improvement Plan Priorities, with particular awareness of the refreshed Argyll and Bute Child Protection and Safeguarding Procedures.

## Review of SIP | Priority 2 - Curriculum, Teaching and Learning

### Progress and Impact:

Key Action	Evidence	Progress
Review staff confidence in using GAPE methodology, Northern Alliance Emerging Literacy Framework and Stages of Early Arithmetical Learning	<ul style="list-style-type: none"> <li>Collegiate calendar</li> <li>Records of Staff CLPL and PRD/professional learning conversations</li> <li>Increased staff sign-up numbers for online training and authority/national CLPL programmes</li> <li>Staff meeting minutes</li> </ul>	Good progress made
HT to contact with Clare Bryden (Lead Teacher for Recovery, Literacy and Numeracy) to establish training opportunities.	<ul style="list-style-type: none"> <li>Record of school visit by Clare Bryden on 8.9.23</li> <li>Training opportunities and resources shared with staff – emails and weekly staff bulletin</li> </ul>	Good progress made
Update and implement Learning and Teaching Policy.	<ul style="list-style-type: none"> <li>Consistent approaches evidenced in classroom visits/ records of coaching and PRD conversations/ staff planning records/sampling and scrutiny of pupils' work</li> </ul>	Satisfactory progress made
Establish Curricular Leads across Glassary Primary School and Tayvallich Primary School: Literacy Numeracy Health & Wellbeing Expressive Arts Technology Data Champion	<ul style="list-style-type: none"> <li>Contacts made with Lead Officers/Teachers and supports accessed: Literacy – Clare Bryden Numeracy – Clare Bryden Health &amp; Wellbeing – Rosie MacKay Technology – Digital Team – Simon Nitschke and Finlay Park Data Champion – Annette Trevelyan</li> </ul>	Satisfactory progress made

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### Next Steps:

Elements of this priority will be carried over into next session as part of our maintenance agenda and Improvement Plan Priorities, with particular awareness of the refreshed Argyll and Bute Learning, Teaching and Assessment Framework.

## Review of SIP | Priority 3 - Assessment and Moderation

### Progress and Impact:

Key Action	Evidence	Progress
All teaching staff engage in planned collegiate moderation sessions for literacy and numeracy and health and wellbeing.	<ul style="list-style-type: none"> <li>Collegiate calendar</li> <li>Staff CLPL records and PRD interviews</li> <li>Increased engagement with collegiate learning activities - attendance records</li> </ul>	Good progress made
HT to contact Moderation Lead Officer Pauline Inglis to ensure access to CLPL/moderation platforms/QAMSOs	<ul style="list-style-type: none"> <li>Principal Teacher identified as 3 to 11 Moderation lead and engaging with authority moderation programme</li> </ul>	Good progress made
All teaching staff to research and implement a variety of assessment approaches to allow individual pupils to demonstrate their knowledge, understanding, skills, attributes and capabilities in different contexts across the curriculum and that our assessment evidence is valid and meaningful.	<ul style="list-style-type: none"> <li>All class teachers are confident in using rich learning and assessment tasks, along with qualitative assessment data to ensure a clear profile of every pupil, which informs feedback and next steps in teaching and learning.</li> <li>Short and medium-term plans</li> <li>Consistent approaches evidenced in classroom visits/ records of coaching and PRD conversations/ staff planning records/sampling and scrutiny of pupils' work</li> </ul>	Good progress made
All staff share assessment rationale and methodology with pupils and parents/carers.	<ul style="list-style-type: none"> <li>Progress reports</li> <li>Seesaw</li> <li>Parent responses to surveys show an increase in understanding of assessment rationale</li> </ul>	Good progress made

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### Next Steps:

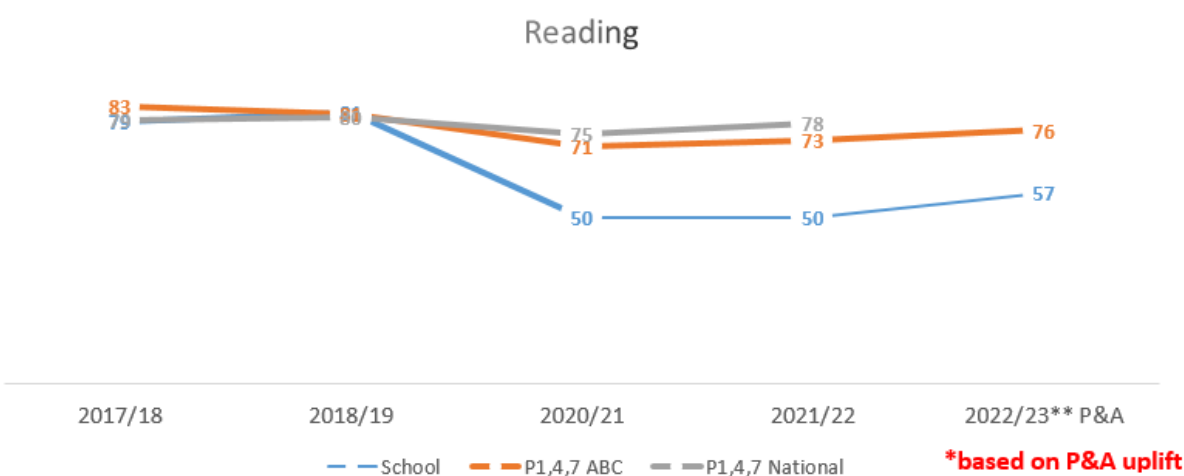
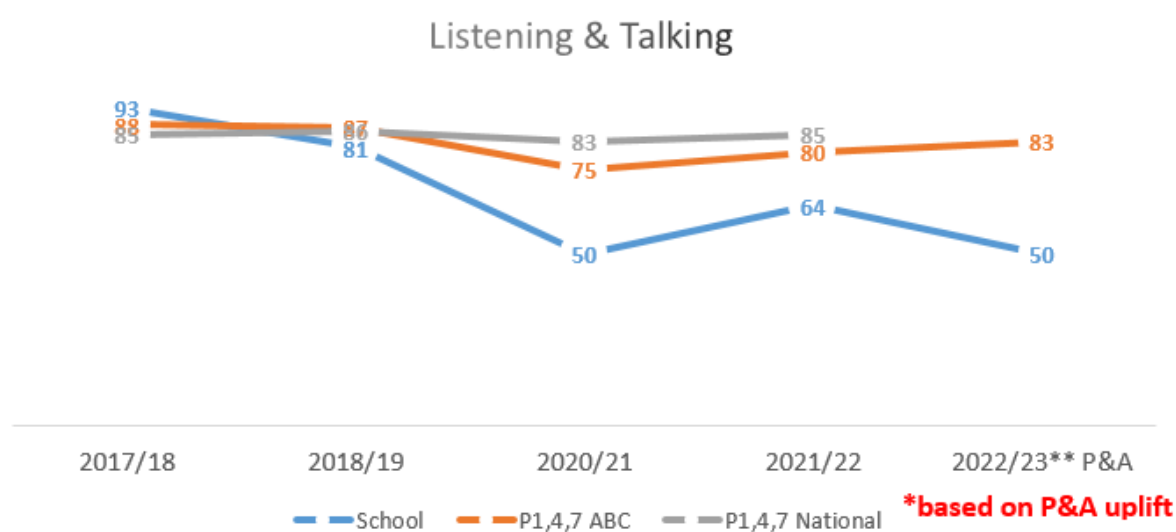
Elements of this priority will be carried over into next session as part of our maintenance agenda and Improvement Plan Priorities, with particular awareness of the refreshed Argyll and Bute Learning, Teaching and Assessment Framework.

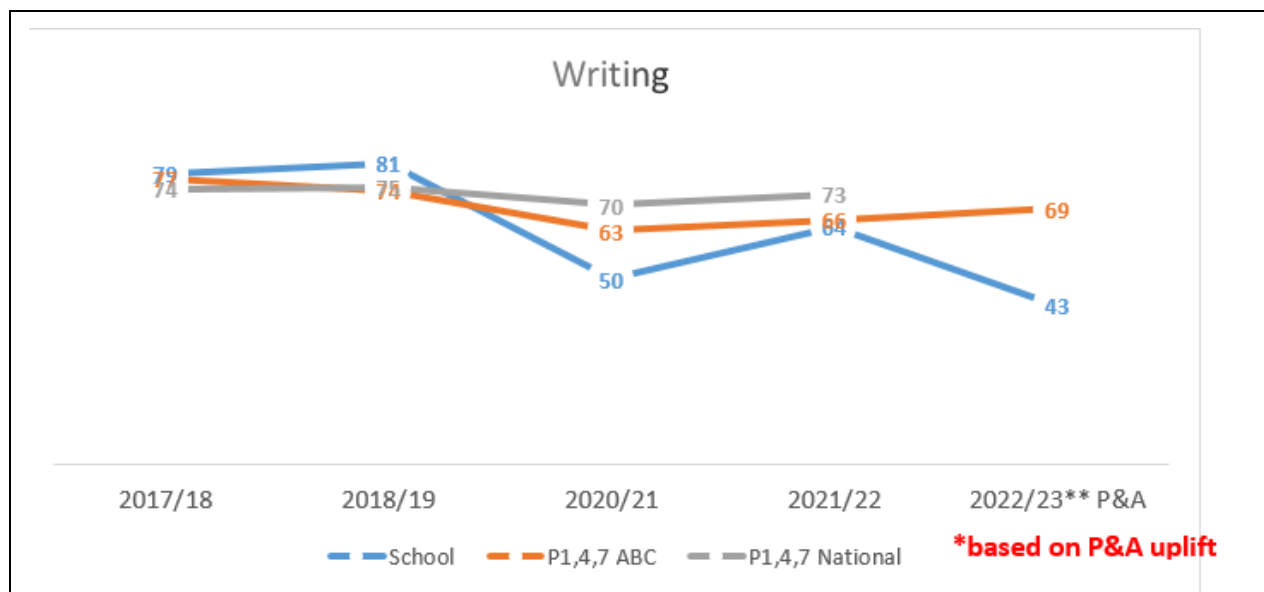
## 1.1 Attainment Data – Literacy

The data below reports achievement of a level = P1/4/7 combined.

Due to the Covid 19 pandemic, there was no collection of ACEL data by Scottish Government in 2020. Please note that the 2023 data is based on the authority extraction from Progress and Achievement. ACEL data will be made available in January once ratified by the Scottish Government.

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).



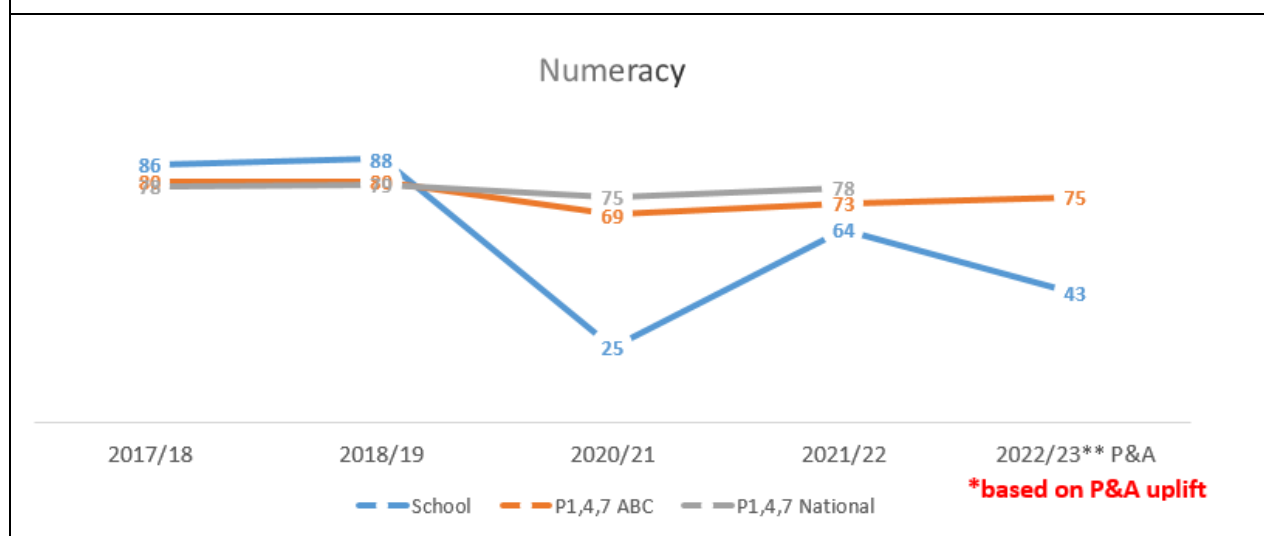


## 1.2 Attainment Data – Numeracy

The data below reports achievement of a level = P1/4/7 combined

Due to the Covid 19 pandemic, there was no collection of ACEL data by Scottish Government in 2020. Please note that the 2023 data is based on the authority extraction from Progress and Achievement. ACEL data will be made available in January once ratified by the Scottish Government.

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).



## Wider achievements

Over the last session, our families and partners have provided us with countless opportunities for the children to learn through bringing the wider world into our classrooms and allowing the children to venture outside of the school building into the wider world. All activities have been planned to support and enhance class-based learning.

- Active Schools Young Leaders Programme – All P7 pupils involved and achieved Young Leader recognition.
- P7 residential to Lochranza Centre Arran – Almost all pupils attended.
- P4 to 7 Floating Classroom visit with the Whale and Dolphin Conservation Trust - All pupils attended.
- P4 Trip to the Beaver Centre with the Heart of Argyll Wildlife Organisation – All pupils attended.
- P1 to 3 visit to the Crinan Puffer and Crinan Canal with the Puffer Preservation Trust and Scottish Canals – All pupils attended.
- Family gardening day – several families and children participated.
- Children in Need/Comic Relief fundraising – All pupils participated.
- Smoke Free Me health education event at Lochgilphead Joint Campus – all P7 pupils attended.
- P4 to 7 Digital Skills workshop with Simon and Finlay from the digital skills team – all pupils attended.
- World Book Day celebrations - all pupils participated.
- Youth Music Initiative Street Drumming Tuition - all pupils participated and performed in the end of course showcase. Almost all families attended the showcase.
- Musical Tuition – P6 and 7 wind and woodwind - all pupils in P6 have engaged with taster sessions, offered tuition and encouraged to engage further.
- Seafari trip for pupils with elaborated curriculum needs – all pupils attended.
- School Discos (Halloween, Christmas, Summer) – almost all pupils attended all three events and all pupils and many family members attended the summer disco.
- Christmas Showcase - All pupils participated.
- Entry to the Mid-Argyll Musical Festival – all pupils were offered the opportunity to enter as part of a choir. Unfortunately the event was postponed this session by the organisers.

Please see <https://www.glassary.argyll-bute.sch.uk/news-and-updates/> and <https://www.glassary.argyll-bute.sch.uk/galleries/> for further evidence and information.

Attendance and participation records have been kept in relation to all of the opportunities listed above. Potential barriers to attendance have been addressed by:

- notification of all events and activities being given to all children and families with ample notice, using our weekly website updates, Seesaw and, where required, individual, email communication
- providing additional staffing to allow risk assessment mitigations to be addressed in relation to pupils with additional support needs
- sourcing funding to allow children to participate in activities where cost may have been a prohibitive factor

## Progress and next steps in relation to Pupil Equity Funding

Glassary Primary School had an allocation of £4900 for the academic year 2022/23 and a carry forward from 2021/22 of £7,301.

The SIMD picture for the school is limited due to the rural context of the school. Staff have accessed school data, information and local knowledge to identify families experiencing disadvantage or potential disadvantage.

Due to the low numbers in the school, interventions for individual pupils who qualify have only been analysed and discussed with teachers, link officers/managers and parents/carers. Targeted PEF funded interventions have supported pupils within the Scottish Government Funding allocation criteria.

In addition, the Head Teacher has worked closely with the authority Attainment advisor to engage in a mid-year review of PEF expenditure.

Our PEF expenditure has been used to provide additional staffing capacity (ASN Assistant and Health and Wellbeing Family Liaison Officer) to enhance and build on the actions relating to our first two Improvement Priorities outlined above: Nurture, Inclusion and Personalised Support and Curriculum and Teaching and Learning.

The impact of the support is evidenced in:

- attendance and exclusions data (high attendance levels and zero exclusions)
- participation and engagement data (high participation and engagement compared to start of year baselines)
- attainment data (in line with individual targets and expectations)

Next steps:

For 2023/24, Glassary Primary School has an allocation of £2450 and a carry forward from 2022/23 of £10,033.00. A detailed spend plan has been drawn up.

The planned expenditure will:

- provide additional ASN assistant/Health and Wellbeing Family Liaison Officer staffing to build on and develop interventions relating to nurture, regulation, literacy and numeracy
- provide funding for specialist music and play input to support regulation and develop creative and communal interaction
- provide funding for support around wellbeing from DoBeWell-Being
- provide funding to purchase resources and subscriptions to ensure that class teachers have a range of learning resources to support children and parents/carers who are dis-engaged with learning

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6) *
<b>1.1</b> Self-Evaluation for Self-improvement	There are important strengths in our school approach to self-evaluation. There is a shared understanding of the self-evaluation process and its positive impact on learners amongst teaching staff. We now need to further involve our learners, families and other stakeholders in understanding the self-evaluation process and reviewing learning and the work of the school.	<ul style="list-style-type: none"> <li>• Collegiate QA Calendar</li> <li>• Records of staff meetings and collegiate learning sessions</li> <li>• Records of Pupil Voice meetings/activities</li> <li>• Records of Parent Council meetings</li> <li>• Family consultation survey responses</li> <li>• Staff bulletins</li> <li>• Website and weekly updates</li> </ul>	4
<b>1.3</b> Leadership of Change This QI also focusses on the following aspects of empowerment: <ul style="list-style-type: none"> <li>• curriculum;</li> <li>• improvement activities;</li> <li>• parental and community engagement; and</li> <li>• pupil participation.</li> </ul>	The newly configured school leadership team has made significant progress over the last session in building a whole-school learning culture. Significant focus has been placed on allowing time and space for professional dialogue to develop collective understanding and shared values and maximise opportunities for staff learning within and beyond the school. The Head Teacher has audited and capitalised on the skills and talents of individuals within the staff team to build leadership capacity. We now need to build on this and ensure that we have a shared vision of learning for our setting that is fully understood and embraced by all staff, learners, families and other stakeholders.	<ul style="list-style-type: none"> <li>• Collegiate QA Calendar</li> <li>• Records of staff meetings and collegiate learning sessions</li> <li>• Records of Pupil Voice meetings/activities</li> <li>• Records of Parent Council meetings</li> <li>• Staff bulletins</li> <li>• Website and weekly updates</li> <li>• Family consultation survey responses</li> </ul>	4

<p><b>2.3</b></p> <p>Learning, teaching and assessment</p>	<p>Over the last session, we have made significant progress towards ensuring</p> <ul style="list-style-type: none"> <li><i>a consistency of learning and engagement</i></li> <li><i>high quality teaching</i></li> <li><i>effective use of assessment</i></li> </ul> <p>and</p> <ul style="list-style-type: none"> <li><i>robust planning, tracking and monitoring</i></li> </ul> <p>across all of our classrooms and learning environments.</p> <p>We will now build on this, continuing to use the challenge questions associated with this indicator.</p>	<ul style="list-style-type: none"> <li>Collegiate QA Calendar</li> <li>Records of staff meetings and collegiate learning sessions</li> <li>Short and medium-term plans</li> <li>Consistent approaches evidenced in classroom visits/ records of coaching and PRD conversations/ staff planning records/sampling and scrutiny of pupils' work</li> <li>Records of Pupil Voice meetings/activities</li> <li>Records of Parent Council meetings</li> <li>Family consultation survey responses</li> <li>Website and weekly updates</li> </ul>	<p>3</p>
<p><b>3.1</b></p> <p>Ensuring wellbeing, equality and inclusion</p>	<p>All children and young people are benefitting from high-quality universal and individualised support.</p> <p>Significant focus has been placed on allowing time and space for professional dialogue to develop collective understanding of inclusive practice that accounts for the strengths and challenges of every learner.</p> <p>We have an effective restorative strategy for securing positive relationships and behaviour; all staff, families and partners take responsibility for implementing this. Children and young people are at the centre of all planning.</p>	<ul style="list-style-type: none"> <li>Collegiate QA Calendar</li> <li>Records of staff meetings and collegiate learning sessions</li> <li>Seemis records – Staged Intervention register Click and Go records (Latest Pastoral Notes and Chronologies)</li> <li>Child Plans in the Wellbeing Application</li> <li>Consistent approaches evidenced in classroom visits/ records of coaching and PRD conversations/ staff planning records/sampling and scrutiny of pupils' work</li> <li>Records of Pupil Voice meetings/activities</li> <li>Records of Parent Council meetings</li> <li>Family consultation survey responses</li> </ul>	<p>4</p>

	<p>Our PEF expenditure is focused on supporting pupils at the greatest risk of underachieving due to dis-advantage.</p> <p>Our next steps involve ensuring that we hear the voices of all of our learners, even those who may struggle to communicate, so that they develop true agency within the individual planning processes that affect them.</p>	<ul style="list-style-type: none"> <li>Website and weekly updates</li> <li>PEF plan</li> </ul>	
<b>3.2</b> Raising attainment and achievement	<p>Learners make progress from their prior levels of attainment in literacy and numeracy. We have raised attainment in literacy and numeracy for all learners.</p> <p>Significant focus has been placed over the last session on allowing time and space for professional dialogue to develop collective understanding of barriers to and gaps in attainment and how to identify and address these.</p> <p>Staff confidence in using tracking, monitoring and data has greatly increased over the last session and we will continue to build on this.</p> <p>Attainment over time data shows a lack of consistent progress over recent years and the reasons for this have been fully analysed by the Head Teacher in order that this can be addressed moving forward.</p>	<ul style="list-style-type: none"> <li>Collegiate QA Calendar</li> <li>Records of staff meetings and collegiate learning sessions</li> <li>Progress and Achievement Data</li> <li>Individual pupil progress reports</li> <li>ACEL data</li> <li>SNSA data</li> <li>Pupil trackers</li> <li>Attainment and Achievement paper.</li> </ul>	3

\* Evaluation 6-point Scale:

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