



Standards and Quality Report 2023/24

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 children, 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, a small general purpose/dining room and other spaces where children can engage in personalised learning activities. Our current school role is 23 children, from Primary 1 to 7. We have 12 children in the P1-4 class and 11 children 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 2023/24. SIMD data does not accurately affect some of the broader poverty-related issues that affect children, particularly related to rural deprivation and a lack of broader community cohesion. There has been a refresh of staffing over the last two sessions 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 - •Family and pupil engagement in learning

Progress and Impact:

Key action	Evidence	Progress
Baseline audit will be undertaken with each child and their parents/carers to establish their understanding of the learning process and their own strengths and challenges in relation to learning. This will be achieved through a questionnaire to be completed at home or, where required, a facilitated conversation.	<ul style="list-style-type: none"> Parents of 74% of children completed the questionnaire and the remainder have shared information through facilitated conversations or as part of wellbeing assessment discussion within GIRFEC Child Planning Processes. 	Achieved
Workshop will be held in week beginning 13th November on family support for learning (to cover the brain, re-call and memory, wellbeing and regulation)	<ul style="list-style-type: none"> Due to time constraints, workshop was postponed but a video presentation made for partner schools was shared https://www.glassary.argyll-bute.sch.uk/week-beginning-20th-november/ 	Partially achieved
Workshop will be held in week beginning 22nd January on family support for learning (to cover – use of Seesaw, online learning platforms, homework supporting literacy and numeracy)	<ul style="list-style-type: none"> The content of this workshop was included in the January Parent Council Meeting and linked with a discussion on the consultation on Argyll and Bute Education's Vision Values and Aims (see minutes of Parent Council Meeting 25.1.24) 	Partially achieved
Pupil takeover – children lead learning, linked to the focus of the whole school trip. Learning intentions and success criteria for all participants co-created and evaluated by children, parents/carers and class teachers.	<ul style="list-style-type: none"> Whole school learning together trip took place to Blair Drummond Safari Park on Friday 22nd March with 100% of children accompanied by a family member. 100% children were involved in the planning and evaluation of the trip and parents were also involved through the parent council and forum. Verbal and written feedback was extremely positive (exit polls, email feedback, Seesaw comments, facilitated discussions by class teachers, photographic evidence: https://www.glassary.argyll-bute.sch.uk/week-ending-28th-march/) 	Achieved
Workshop will be held week beginning 6th May to ensure family understanding of and involvement in Standards and Quality Reporting and Improvement Planning (how far have we come and where do we go next?).	<ul style="list-style-type: none"> Questionnaire (Google Form) was issued to families requesting input on 12th April: https://www.glassary.argyll-bute.sch.uk/week-ending-12th-april/ Although a minority, almost all respondents said that they agreed or strongly agreed that the school has made good progress over the session and respondents also identified improvement priorities for session 2024/25. This was followed up with a brief discussion around priorities for next session at the Parent Council Meeting held on 25th April. 	Achieved

Next Steps:

Elements of this priority will be carried over into next session, with a renewed focus on parents as learning partners to support writing and numeracy and even more involvement of parents in shaping improvement priorities.

Review of SIP | Priority 2 - Improved attainment in Literacy and Numeracy

Progress and Impact:

<p>Key Action</p> <p>Review of data (P and A/ACEL/SNSA) to establish a baseline and targets for each pupil in relation to literacy and numeracy. Where required, further assessment tools will be used to identify baseline and gaps – eg Sumdog SPAG, Nussy assessments.</p> <p>Individual targets will be reflected in planning of daily literacy and numeracy sessions, integrating a range of activities, adapted resources and staffing input.</p> <p>Staff will engage in professional learning (collegiate and individual) around supporting literacy and numeracy development in line with priorities identified in PRD discussion. All staff will be offered the opportunity to re-visit the Highland Literacy Framework (https://highlandliteracy.com/), SEAL (Stages of Early Arithmetical Learning) and Talk for Writing and to access CLPL opportunities through the Argyll and Bute CLPL catalogue.</p>	<p>Evidence</p> <ul style="list-style-type: none"> Baseline information and targets identified for each learner in relation to literacy and numeracy, in line with Argyll and Bute Teaching, Learning and Assessment Policy. Improved use and understanding amongst all staff of tracking and monitoring using Argyll and Bute Progress and Achievement Module, Pupil Trackers and standardised assessments (SNSA and assessments within Sumdog and Nussy). Dates for tracking and monitoring conversations signposted within Collegiate Calendar. Across all stages (P1-7), most children have progressed ('Up') at least one progress measure over the Literacy & Numeracy organisers between Feb 23 and Feb 24. Teacher short and medium term plans; classroom visits and lesson observations and pupil work scrutiny which evidences links to individual learning intentions and success criteria. Records of Professional Learning undertaken/PRD discussions/individual GTCS learning logs. Feedback which evidences increased staff confidence. Records of class teacher attendance (100%) at cluster moderation sessions focussing on writing. Weekly staff bulletin signposting CLPL opportunities and monthly sharing of The Professional Learning Newsletter for Argyll and Bute. 	<p>Progress</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p>
<p>Next Steps:</p> <p>In session 2024/25 and based on data analysis, there will be a continued focus on supporting further improvements in attainment in numeracy and the writing organiser within literacy.</p>		

Review of SIP | Priority 3 - Use of Moderation to ensure a shared understanding of standards and lead to equity and high attainment for all learners.

Progress and Impact:

<p>Key Action</p> <p>PT Maxine Rowe to undertake Moderation Lead role across both Tayvallich and Glassary Primary Schools and engage with the Argyll and Bute moderation support network and platform.</p>	<p>Evidence</p> <ul style="list-style-type: none"> Moderation workshops led and online platforms signposted by PT Maxine Rowe who is also a trained QAMSO. School and cluster moderation opportunities signposted in collegiate calendar - 100% of class teachers engaged. Improved staff confidence in making judgements about pupil progress and attainment, evidenced in confident use of pupil trackers and Progress and Achievement Tracking and Monitoring. PT Maxine Rowe involved in authority working group tasked with refreshing the Argyll and Bute Literacy Progression Framework. 	<p>Progress</p> <p>Achieved</p>
<p>All class teachers engage in planned moderation activities for literacy and numeracy, as per working time agreement – collegiate time weeks beginning 4.8.23, 15.1.24, 29.4.24 plus whole authority moderation-focussed INSERVICE – 27.11.23.</p>	<ul style="list-style-type: none"> Whole staff attendance at school and cluster moderation sessions. 	<p>Achieved</p>
<p>All teaching staff to research and implement a variety of assessment approaches to allow individual children to demonstrate their knowledge, understanding, skills, attributes and capabilities in different contexts across the curriculum so that our assessment evidence is valid and meaningful.</p>	<ul style="list-style-type: none"> Teacher short and medium term plans; classroom visits and lesson observations and pupil work scrutiny which evidences links to individual learning intentions and success criteria. Increased range of evidence of attainment – eg through use of alternative learning and assessment platforms including Nessy and Seesaw and use of digital technologies (Ipads, laptops). 	<p>Achieved</p>

Next Steps:

In session 2024/25 and based on data analysis, there will be a continued focus on moderation to support increased attainment in numeracy and the writing organiser within literacy.

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.

No data can be published due to low cohort sizes.

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.

No data can be published due to low cohort sizes.

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.

- All P5, P6 and P7 children were involved in and achieved Young Leader recognition through Active Schools Young Leaders Programme.
- All children attended and provided extremely positive feedback on P7 residential to Lochranza Centre Arran.
- All P5 to 7 children took part in joint learning Hope Spot residency with P5 to 7 children from Tayvallich Primary School over 2 days in May. This involved collaboration with Heart of Argyll Wildlife, local swim coach Dan Coyle and local artist Holly Smith and developed awareness of coast and water safety, learning for sustainability and creative understanding of place and community – all children provided extremely positive and constructive feedback.
- All children participated in whole school community learning trip to Blair Drummond Safari Park and were accompanied by a family learning partner.
- The P5 to 7 class led a learning showcase where they demonstrated and shared their learning with P1 to P4 children about Natural Disasters.
- All children participated in learning around anti-racism and an expressive arts competition relating to Show Racism the Red Card. One pupil won a prize in the competition with her poem and attended an Anti-Racism Showcase at St Mungo's Museum in Glasgow.
- All P1 to 4 children participated Nature Detectives Programme with Kilmartin House Museum and NatureScot – 2 days of workshops in school and a visit to Taynish National Nature Reserve.
- P1 to 4 children led fundraising, a community French Breakfast and awareness raising for UNICEF.
- Ongoing progress has been made towards raising awareness of Children's Rights and development of RRSA action plan.
- All children participated in an online workshop and question and answer session with Nicola Killean, Children's Commissioner for Scotland, on May 10th.
- Several families and children participated in a Spring family gardening morning, arranged by the Parent Council.
- A partnership between Glassary Primary School and Lochgilphead High School will also be developed in session 2024/2025 to ensure that we can continue to use the Glassary Community Garden to promote learning for sustainability, in line with Developing the Young Workforce and sustainable employment opportunities.
- Children, staff and families have worked together with the Parent Council to fund-raise in order to make improvements to the school playground and play opportunities. These will come to fruition for the start of session 2024/25.
- All children participated in Children in Need/Comic Relief fundraising.
- All P5 to 7 children participated in PATCH workshops with Emily Love, focusing on personal and digital safety.
- All P7 children attended Smoke Free Me health education event at Lochgilphead Joint Campus.

- Musical Tuition – P6 and 7 wind and woodwind - all children in P6 have engaged with taster sessions, been offered tuition and encouraged to engage further. All P5 children also engaged with a 12 week introduction to orchestral music programme with Peripatetic Music Instructor.
- Almost all children attended School Discos at Halloween and Christmas, arranged by the Parent Council.
- All children participated in the Christmas Showcase.

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 children 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 2023/24 and a carry forward from 2022/23 of £10,033.

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 children who qualify have only be analysed and discussed with teachers, link officers/managers and parents/carers. Targeted PEF funded interventions have supported children 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 was used to provide additional staffing capacity (ASN Assistant and Health and Wellbeing Family Liaison Officer) and to purchase resources (both digital and other) and financially support activities to enhance and build on the actions relating to our first two Improvement Priorities outlined above:

- Family and pupil engagement in learning
- Improved attainment in Literacy and Numeracy

Specifically:

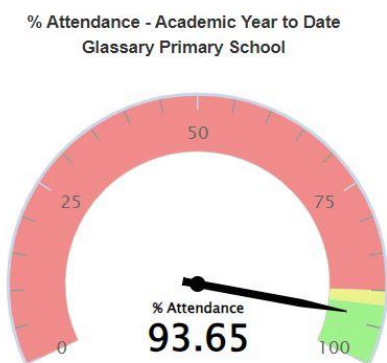
- providing additional ASN assistant/Health and Wellbeing Family Liaison Officer staffing to build on and develop interventions relating to nurture, regulation, literacy and numeracy

- providing support around wellbeing from DoBeWell-Being
- providing resources and subscriptions to ensure that class teachers have a range of learning resources to support children and parents/carers around engagement with 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)

Attendance for the school as of May 2024 is as follows. This is in line with national and authority aims and is an improvement on attendance levels in previous sessions :



Where individual pupils have fallen below expected attendance levels, the Head Teacher has worked with families in line with the Argyll and Bute Monitoring and Maximising Attendance Framework.

Next steps:

For 2024/25, Glassary Primary School has an allocation of £4900 and a carry forward from 2023/24 of £3,144. A detailed spend plan has been drawn up.

The planned expenditure will:

- provide continued additional ASN assistant/Health and Wellbeing Family Liaison Officer staffing to build on and develop interventions relating to nurture, regulation, literacy and numeracy
- provide specialist music and play input to support regulation and develop creative and communal interaction

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6) *
1.1 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 continue to involve our learners, families and other stakeholders in understanding the self-evaluation process and reviewing learning and the work of the school. We also need to mitigate the risks associated with further changes to the staff team in 2024/25.	<ul style="list-style-type: none"> • Collegiate QA Calendar • Records of staff meetings and collegiate learning sessions • Records of Pupil Voice meetings/activities • Records of Parent Council meetings • Family consultation survey responses • Staff bulletins • Website and weekly updates 	4
1.3 Leadership of Change This QI also focusses on the following aspects of empowerment: <ul style="list-style-type: none"> • curriculum; • improvement activities; • parental and community engagement; and • pupil participation. 	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 continue to build on this and ensure that we have shared vision, values and aims for our setting that is fully understood and embraced by all staff, learners, families and other	<ul style="list-style-type: none"> • Collegiate QA Calendar • Records of staff meetings and collegiate learning sessions • Records of Pupil Voice meetings/activities • Records of Parent Council meetings • Staff bulletins • Website and weekly updates • Family consultation survey responses • HMIE Inspection Report of Tayvallich Primary School and ELC (January 2024) which includes evaluation of the leadership activities and capacity of the Shared Head Teacher of the two schools. 	4

	stakeholders. We also need to mitigate the risks associated with further changes to the staff team in 2024/25.		
2.3 Learning, teaching and assessment	<p>Over the last session, we have made significant progress towards ensuring</p> <ul style="list-style-type: none"> • <i>a consistency of learning and engagement</i> • <i>a consistency of high quality teaching</i> • <i>consistently effective use of assessment</i> • <i>consistently robust planning, tracking and monitoring</i> <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> <p>We also need to mitigate the risks associated with further changes to the staff team in 2024/25.</p>	<ul style="list-style-type: none"> • Collegiate QA Calendar • Records of staff meetings and collegiate learning sessions • Short and medium-term plans • Consistent approaches evidenced in classroom visits/ records of coaching and PRD conversations/ staff planning records/sampling and scrutiny of children' work • Records of Pupil Voice meetings/activities • Records of Parent Council meetings • Family consultation survey responses • Website and weekly updates 	4
3.1 Ensuring wellbeing, equality and inclusion	<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</p>	<ul style="list-style-type: none"> • Collegiate QA Calendar • Records of staff meetings and collegiate learning sessions • Seemis records – Staged Intervention register Click and Go records (Latest Pastoral Notes and Chronologies) • Child Plans in the Wellbeing Application • Consistent approaches evidenced in classroom visits/ records of coaching and PRD conversations/ staff planning 	

	<p>implementing this. Children and young people are at the centre of all planning.</p> <p>Our PEF expenditure is focused on supporting children at the greatest risk of underachieving due to dis-advantage.</p> <p>Our next steps involve ensuring that we continue 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> <p>We also need to mitigate the risks associated with further changes to the staff team in 2024/25.</p>	<p>records/sampling and scrutiny of children's work</p> <ul style="list-style-type: none"> Records of Pupil Voice meetings/activities Records of Parent Council meetings Family consultation survey responses Website and weekly updates PEF plan 	
<p>3.2</p> <p>Raising attainment and achievement</p>	<p>Learners make good 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 continued to increased over the last session and we will continue to build on this.</p> <p>We also need to mitigate the risks associated with further changes to the staff team in 2024/25.</p>	<ul style="list-style-type: none"> Collegiate QA Calendar Records of staff meetings and collegiate learning sessions Progress and Achievement Data Individual pupil progress reports ACEL data SNSA data Pupil trackers Attainment and Achievement paper 	4

* Evaluation 6-point Scale:

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

