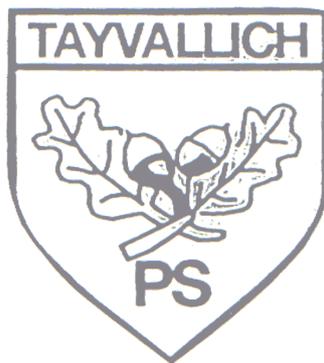




Standards and Quality Report 2024 - 2025

Tayvallich Primary School and ELC



Context of the school

Including some or all of the following:

- basic school details (roll, class composition etc.)
- school vision, value and aims;
- local contextual issues;
- factors affecting progress (e.g. staffing changes/issues).

Our school is situated near the shore of Loch Sween on the Argyll coast of Scotland. 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 Ready, Respectful and Safe. We work to promote children's and human rights in all we do and are committed to becoming a Rights Respecting School and have achieved Bronze. Source: <https://www.tayvallich.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 17 children from Primary 1 to 7. We have 6 children in the P1-4 class and 11 children in the P5-7 class. Our purpose built Early Years building opened in August 2014, and comprises a large indoor learning space with direct access to its own outdoor learning environment. There were no registrations for session 2024/25 and so the ELC was put into inactive status, with staff being re-deployed to other settings on a temporary basis. There are 2 registrations for session 2025/26 and so active status will be restored and the ELC will re-open in January 2026. Source - <https://www.tayvallich.argyll-bute.sch.uk/about-our-school/>

The school has a very comprehensive and diverse pupil body and supporting community which has been 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 three 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.

Due to a fall in role for session 2025/2026 to 14 across P 2 to 7, the school will have 1.5 full time class teachers and 1.5 classes. This means that for 50% of the week, pupils will learn in a composite P2 to 7 class and for 50% of the week they will learn in 2 classes, which will be P2 to 4 and P 5 to 7.

The current Head Teacher will be leaving at the end of session 2024/25 and a robust recruitment process is in place to find a new Head Teacher.

Review of SIP | Priority 1

• Refresh of Vision, Values and Aims

Progress and Impact:

Key Actions	Evidence	Evaluation/Impact
<ul style="list-style-type: none"> Parents/carers were invited to come in and experience how learning in the classroom works alongside their child at some point in the year. Family members were invited to come in and talk about the work they do/have done and the path they took to get into it as part of Fabulous Family Fridays A series of consultation opportunities have been offered for pupils, parents and staff to discuss and agree our vision, values and aims moving forward, linked with the refreshed vision, values and aims of Scottish Education and Argyll and Bute Education Service. 	<p>Invitations were issued to all families.</p> <p>The majority of parents have accompanied their children to events outside the school day such as school parties and discos and other fundraising events.</p> <p>One parent has volunteered as a classroom assistant on Thursday afternoons.</p> <p>One parent has volunteered as an adult supporter at farm and gardening club.</p> <p>Several family members attended a garden tidy and planting session as part of teaching and learning activities during the school day and at the invitation of pupils.</p> <p>Invitations were issued to all families. To date, 71% of children have had a family member present in assembly about the work they do as part of a Fabulous Family Fridays Assembly and/or as part of a bespoke learning visit – eg the whole school learning trip to the Tayvallich Estate and the whole school boat trip with Venture West. Children have learned first-hand about working in the fields of: entertainment; tourism and hospitality; agriculture and farming; renewables and sustainability; the fishing industry; education; estate management; midwifery; writing and publishing; web and digital design and marketing.</p> <p>Consultation discussions have been held at parent council meetings, as well as informally with individual parents, for example at parents’ evenings and within Child Planning processes – recorded in minutes and pastoral notes.</p> <p>Ongoing discussions took place throughout the autumn term around the new Argyll and Bute Education Service vision statement – Our Children Their Future, Thriving Together.</p>	<p>There are ongoing barriers that prevent parents from being part of the learning experience alongside children in school, relating to work, caring and other commitments.</p> <p>However parental involvement has allowed children to understand the importance of the trusted adults in the team around them working together to make the school community a place where they can be nurtured and thrive.</p> <p>As of 13.6.25, 94% of children have attendance of over 95%. (16/17 pupils).</p>

Next Steps:

This Priority will be extended into the 2025/26 School Improvement Plan, with a key focus on further Increasing family engagement with classroom learning and engaging with parents who are unable to come into school due to work, caring responsibilities or other issues.



Review of SIP | Priority 2

• Learning and Teaching through Play/Outdoor Learning

Progress and Impact:

Key Actions	Evidence	Evaluation/Impact
<ul style="list-style-type: none"> All staff have engaged with curated and trusted Professional Learning Opportunities relating to play pedagogy and Outdoor Learning activities that have increased their confidence in facilitating learning through structured play and access to the outdoors. 	<p>Staff have had numerous opportunities to access professional learning around how curriculum delivery can be enhanced and enriched by high-quality play and outdoor learning experience and interdisciplinary planning, including but not exclusive to:</p> <ul style="list-style-type: none"> - Engagement with the Wild Things Training Programme (P1 to 4 class staff) - Engagement with the Hope Spot residency (all staff) - Engagement with the FOREST project (all staff) - Engagement with the Nature Detectives Project (P1 to 4 class staff) - Engagement with LANDS25 (all P 5 to 7 staff) - Engagement with the Tayvallich Initiative Ranger Outdoor Learning programme. - Engagement with Stirling University's Climate Change & Sustainability Education Collaborative Curriculum Development Programme (HT). - Engagement with planning of outdoor soft start play activities. - Engagement with planning of outdoor lunchtime clubs. <p>Staff have had opportunities to undertake collegiate reflection and planning of joint learning activities; these have allowed staff, pupils and partners with strengths and expertise to share their knowledge, skills and understanding to upskill others.</p>	<p>Staff have developed understanding of and confidence in supporting all learners to thrive and develop through high quality play and outdoor learning opportunities.</p> <p>A shared understanding has been developed around quality, developmentally appropriate play and its place in the curriculum.</p> <p>A shared understanding has been developed around quality, developmentally appropriate Outdoor Learning and its place in the curriculum, as well as its potential to support Learning for Sustainability and Climate Change Education (see below.)</p>

Next Steps:

This Priority will be extended into the 2025/26 School Improvement Plan, with a key focus on developing the opportunities on our school site so that the outdoor environment fully supports high quality, inclusive learning and play.

Review of SIP | Priority 3

Learning for Sustainability

Progress and Impact:

Key Actions	Evidence	Evaluation/Impact
<ul style="list-style-type: none"> All staff have engaged with curated and trusted Professional Learning Opportunities relating to Learning for Sustainability including but not exclusive to: FOREST Project with artist Lizzie Rose/ Climate Ready Classrooms/Stemovators/LANDS 25/Hope Spot Argyll/ Environmental art workshop with artist Arthur Ker/ Sewing for Hope workshop with Kilmartin Museum / Engagement with the Grab Trust to support our pupil-led Littermittee/Engagement with the Tayvallich Initiative Ranger Outdoor Learning programme/Engagement with YesFest - Youth Eco Summits with a Festival vibe. Head Teacher has engaged with Stirling University’s Climate Change & Sustainability Education Collaborative Curriculum Development Programme with Professor Mark Priestley, Professor Valerie Drew and Professor Lizzie Rushton. HT undertook a Professional Enquiry around the importance of using quality Outdoor Learning experiences to support Learning for Sustainability and Climate Change Education (referencing partnership working with Tayvallich Initiative Rangers). Learning has been cascaded back to staff and will be taken forward in session 2025/26. 	<p>Staff have had numerous opportunities to access professional learning around how curriculum delivery can support Learning for Sustainability and Climate Change Education, linking with a Children’s and Human Rights-based approach and the Sustainable Development Goals.</p> <p>Staff have had opportunities to undertake collegiate reflection and planning of joint learning activities; these have allowed staff, pupils and partners with strengths and expertise to share their knowledge, skills and understanding to upskill others.</p>	<p>Staff have developed understanding of and confidence in supporting all learners to understand both their role and the role of adults and duty bearers in protecting our environment and mitigating the risks linked to Climate Change. Staff understand the importance of teaching about Climate Change to children in a way that promotes hope and agency and reduces climate anxiety.</p> <p>A shared understanding has been developed around quality, developmentally appropriate Outdoor Learning and its place in the curriculum, as well as its potential to support Learning for Sustainability and Climate Change Education (see above.)</p> <p>At all events relating to Learning for Sustainability that we have attended, partners have commented on the high levels of knowledge, skills and understanding amongst our pupils relating to this area.</p> <p>Our Team 2 won third place in the Argyll and Bute (Northwest) Climate Ready Classrooms competition.</p>

Next Steps:

This Priority will be extended into the 2025/26 School Improvement Plan, with a key focus of distributing leadership/building on the work done by the HT with Stirling University during session 2024/25.

1.1 Attainment Data

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

Attainment paper 2025 has been discussed with Authority Education Lead - Benchmarking, Data and Performance and Education Manager.

Almost all children have made progress in line with expectations, achieved or exceeded expectations.

Please Note:

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

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

1.2 Attainment Data

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

Attainment paper 2025 has been discussed with Authority Education Lead - Benchmarking, Data and Performance and Education Manager.

Almost all children have made progress in line with expectations, achieved or exceeded expectations.

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?

- 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 the Mid-Argyll Small Schools P7 residential to Lochranza Centre Arran.
- All children took part in the environmental art project “FOREST” with artist Lizzie Rose.
- P1 to 4 pupils took part in the Nature Detectives Project with Kilmartin Museum/NatureScot.
- All children took place in a workshop with local artist and artist/digital artist Arthur Ker.
- All children took part in the “Sewing for Hope” project with Kilmartin House Museum.
- All P5 to 7 children took part in the Learning for Sustainability LANDS25 event.
- All P4 to 7 children took part in the Our World from Space workshop with SAMS.
- All P5 to 7 class took part in the STEMOVATORS event and competition.
- Two of our P6 pupils are one of three Scottish delegates at YesFest Pendle 2025 – a Youth Eco Summit taking place in Pendle at the end of June 2025.
- All children took part in workshops with The Glasgow Science Centre On Tour.
- All children took part in the Christmas showcase.
- At Christmas, all small vocal ensemble performed at the Christmas Dinner for senior members of the community in the village hall.
- All P1 to 6 children are taking part in joint learning Hope Spot residency with P5 to 7 children from Tayvallich Primary School over 2 days in June. This involves collaboration with Heart of Argyll Wildlife, local swim coach Dan Coyle and artist Rosie Cunningham and develops awareness of coast and water safety, learning for sustainability and creative understanding of place and community.
- All children have been involved in the interdisciplinary project involving the planning and organisation of the Tayvallich School Summer Festival, which has a key focus on showcasing and celebrating learning and promoting sustainable and inclusive practices.
- All children in the P1 to 4 class took part in workshops about adults who help us with Megan from the police and Abbie from the Post Office
- All children in the P4 to 7 class took part in online French sessions with Gwen McCrossan.
- All children have taken part in Rights Assemblies with Nicola Killean, the Children’s Rights Commissioner
- Musical Tuition – chanter - all children in the P5 to 7 class have engaged with taster sessions and been offered tuition by piping and chanter tutor Stuart Liddell.
- All children have taken part in Street Drumming sessions with Martin Douglas (Youth Music initiative)
- Children, staff and families have continued to work together with the Parent Council to fund-raise in order to make improvements to the school playground and play/outdoor learning opportunities.
- All children participated in Children in Need/Comic Relief fundraising.
- All P4 to 7 children participated in PATCH workshops with Emily Love, focusing on personal and digital safety.
- All children have engaged with online sessions around safety with the Fire Service.
- All P7 children attended Smoke Free Me health education event at Lochgilphead Joint Campus.
- Almost all children attended school discos/parties at Halloween and Christmas, arranged by the Parent Council.
- Please see <https://www.tayvallich.argyll-bute.sch.uk/news/> and <https://www.tayvallich.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 and, where required, individual, email communication
- providing additional staffing and transport 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.

Pupil Equity Funding

Summarise progress and next steps in relation to pupil equity funding



Progress and Impact:

For 2024/25, Tayvallich Primary School had an allocation of £2450 and a carry forward from 2023/23 of £2,459.

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.

The Head Teacher has worked closely with the school's AFA 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 financially support activities to enhance and build on the actions relating to the Improvement Priority outlined above:

- Learning and Teaching through Play/Outdoor Learning

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.

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 or exceeding individual targets and expectations)

As of 13.6.25, 91% of children have attendance of over 95%. (21/23 pupils).

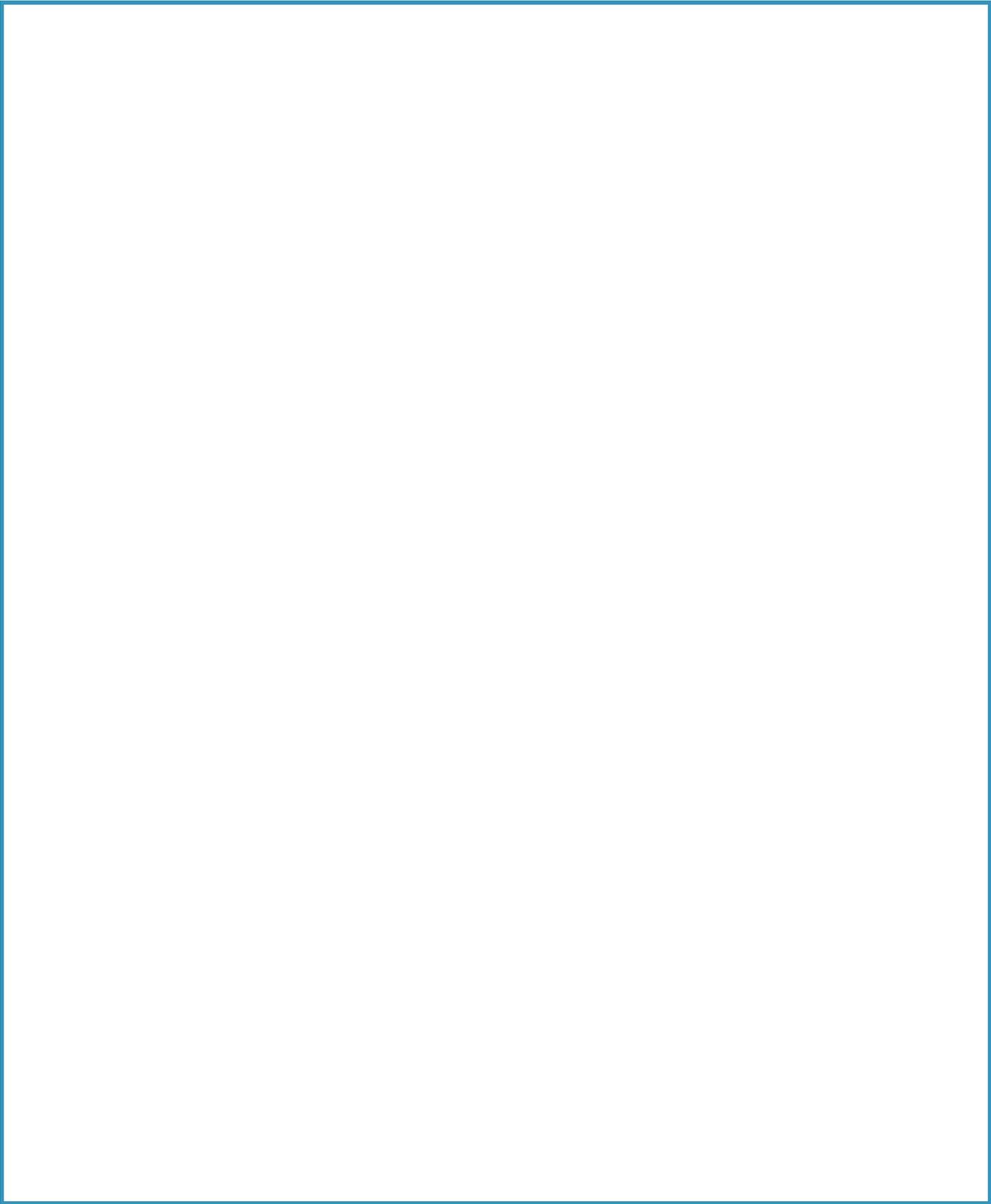
Where individual pupils have fallen below expected attendance levels, the Head Teacher has worked with families in line with the Argyll and Bute Monitoring and Maximising Attendance Framework.

Next steps:

For 2025/26, Tayvallich Primary School has an allocation of £4900 and a carry forward from 2024/25 TBC. A detailed spend plan has been drawn up.

The planned expenditure will:

- provide continued additional ASN assistant staffing to build on and develop interventions relating to nurture, family engagement, regulation, literacy and numeracy.



Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6) *
<p>1.1 Self-Evaluation for Self-improvement</p>	<p>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. This has been built upon over session 2024/25, to involve our learners, families and other stakeholders in understanding the self-evaluation process and in reviewing learning/the work of the school. We now need to mitigate the risks associated with further changes to the leadership and staff team and the return to active status of our ELC in January 2026.</p>	<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 • Fabulous Family Fridays 	<p>4 – School N/A - ELC</p>
<p>1.3 Leadership of Change</p> <p>This QI also focusses on the following aspects of empowerment:</p> <ul style="list-style-type: none"> • curriculum. • improvement activities. • parental and community engagement; and • pupil participation. 	<p>Continued focus has been placed on creating opportunities for professional dialogue, developing shared values, and maximising staff learning within and beyond school. Significant focus has been placed on developing school clubs based on the interests of pupils and skills of staff to build our school ethos and values. The head teacher has continued to audit and capitalise on the skills and talents of individuals within the staff team to build leadership capacity. With a change of headship and staffing imminent we need to ensure that we continue to uphold and build upon our shared vision, values and aims and that these are</p>	<ul style="list-style-type: none"> • Collegiate QA Calendar • Records of staff meetings and collegiate learning sessions • Records of staff training • Records of pupil voice and clubs • Records of Parent Council meetings • Staff bulletins • Website and weekly updates • Fabulous Family Fridays • Whole School Garden Tidy • RRSA Bronze Achieved, with significant progress made towards silver 	<p>5 – School N/A - ELC</p>

	<p>understood by all staff, learners, families and stakeholders.</p>	<ul style="list-style-type: none"> • PT completed Aspiring to Middle Leadership programme at the end of session 2023/14 • HT was awarded Postgraduate Certificate in In Headship in September 2024 • HT was awarded Master of Education (Specialist Qualification In Headship) in March 2025 • HT contributed a chapter in the Leadership section of a celebration of the life of Sir Tim Brighouse - We Can Be Heroes in Waters, M., Munby, S. and Cameron, D. (2024). Unfinished Business. Crown House Publishing Ltd 	
<p>2.3 Learning, teaching and assessment</p>	<p>Using the challenge questions associated with this indicator, we have continued to make 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 have also made significant progress in relation to learning and teaching through play/outdoor learning to improve attainment in the 8 curricular areas. All staff have undertaken professional</p>	<ul style="list-style-type: none"> • Collegiate QA Calendar • Records of staff meetings and collegiate learning sessions • Short and medium-term plans • Collegiate development of forward planning documents by Principal Teachers at both schools, shared and adopted by all teaching staff • Consistent approaches evidenced in classroom visits/ records of coaching and PRD conversations/ staff planning records/ sampling and scrutiny of children’s work • Records of Pupil Voice meetings/activities 	<p>5 – School N/A - ELC</p>

	<p>learning around play pedagogy and/or outdoor learning. As well as this, we have made significant progress towards embedding learning for sustainability. All teaching staff are able to promote the principles and practices of sustainability across all aspects of their teaching and leadership of learning. A number of partners from the community have provided support and expertise. Staff and parents/carers/community partners have engaged with professional learning and collaboration around supporting learning for sustainability. Children are able to talk confidently and knowledgeably about how adults and children can tackle climate change and co-create a sustainable, equitable future. We will now build on this learning.</p> <p>We also need to continue to develop our planning and progression documents, as well as mitigating, the risks associated with further changes to the leadership and staff team.</p>	<ul style="list-style-type: none"> • Records of parent council meetings. • Website and weekly update • STEMOVATORS competition • School trips associated with Learning for Sustainability. • Tayvallich Primary School Festival • HQA engagement and professional dialogue • Attainment of Full Registration by Probation Teacher • Attainment of Additional GTCS Registration in Primary Teaching by Head Teacher • Attainment of Additional GTCS Registration in Primary Teaching by McCrone cover class teacher 	
<p>3.1 Ensuring wellbeing, equality and inclusion</p>	<p>All children and young people are benefitting from high-quality universal and individualised support.</p> <p>Further 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>In January 2025, we were visited by Education Scotland so that they could learn about the</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 • Follow-up email after Education Scotland effective practice visit 	<p>5 – School N/A - ELC</p>

	<p>effective practice and innovative approaches that are positively impacting children and young people in our setting (as highlighted in our HMIE Inspection in November 2023).</p> <p>Our PT attended the Dyslexia Scotland Conference and fed back learning from the session to further inform teachers of the best ways to support neurodivergent learners who face a literacy or numeracy barrier. Further sharing of this information to parents in the new academic session will help to support learning at home.</p> <p>We continue to use restorative strategies for securing positive relationships and behaviour; all staff members, families and partners continue to take responsibility for implementing this. Children and young people continue to be at the centre of all planning.</p> <p>A significant focus has been placed on the creation of lunchtime clubs to allow pupils personalisation and choice, explore their interests and find a space that is inclusive and suited to them.</p> <p>We have worked closely with our Active Schools Team to ensure fair and inclusive play at lunch and break times.</p> <p>Our PEF expenditure has been focused on supporting children at the greatest risk of underachieving due to disadvantage, through funding additional ASN assistant staffing.</p>	<ul style="list-style-type: none"> • Consistent approaches evidenced in classroom visits/ records of coaching and PRD conversations/ staff planning records/sampling and scrutiny of children’s work • Records of Pupil Voice meetings/activities/clubs • Records of Parent Council meetings • Family consultation survey responses • Website and weekly updates • PEF plan • Attendance at Dyslexia Scotland Conference by PT with information feedback to whole staff • Whole staff information session on the principles of Safe and Together • RRSA Bronze • School clubs • Records of transition visits and activities (universal and extended) including the Mid-Argyll Small Schools P7 residential on Arran, which 100% of our P7s attended. 	
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	<p>We continue to hear the voices of all our learners and help them to develop agency within individual planning processes that affect them.</p> <p>We have continued to build strong relationships with Early Education providers and Lochgilphead High School to support pupil transitions.</p> <p>Our next steps are to develop pupil agency even further and to continue to ensure access and challenge across all areas of the curriculum, both for those who have a literacy or numeracy barrier, as well as for those who are highly able.</p> <p>We also need to mitigate the risks associated with further changes to the staff and leadership team. We also need to mitigate the risks associated with further changes to the staff team and inactive status of the ELC in 2024/25.</p>		
<p>3.2 Raising attainment and achievement</p>	<p>Learners have continued to progress from their prior levels of attainment in literacy and numeracy. We have raised attainment in literacy and numeracy for all learners.</p> <p>Continuing professional dialogue has led to 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 increase over the last</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 	<p>4 – School N/A - ELC</p>

	<p>session, particularly in relation to the use of the Progress and Achievement module and progression/benchmark trackers.</p> <p>We need to mitigate the risks associated with further changes to the leadership and staff team.</p>	<ul style="list-style-type: none">• Ongoing scrutiny and moderation (against authority and national data) with authority Education Lead - Benchmarking, Data and Performance	
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Evaluation 6-point Scale

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