



Standards and Quality Report 2023/24

Name of school

Tayvallich Primary School and Early Learning Centre

Context of the school

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 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.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 19 children from Primary 1 to 7. We have 9 children in the P1-4 class and 10 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. We currently have 2 children learning with us in the ELC, although there are no current registrations for session 2024/25 and so the ELC will be put into inactive status. 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 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
<p>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.</p>	<ul style="list-style-type: none"> Parents of 81% 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. 	<p>Achieved</p>
<p>Workshop will be held in week beginning 13th November on family support for learning (to cover – use of Seesaw, online learning platforms, homework supporting literacy and numeracy)</p>	<ul style="list-style-type: none"> Workshop was held on 14.11.23. Due to low numbers of parents able to attend face to face, a video presentation made for both our partner schools was shared https://www.glassary.argyll-bute.sch.uk/week-beginning-20th-november/ 	<p>Achieved</p>
<p>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)</p>	<ul style="list-style-type: none"> Due to parental commitments, this workshop could not take place; the intention had to be to combine it with the January Parent Council Meeting and discussions around The Argyll and Bute Education’s Vision Values and Aims (see minutes of Parent Council Meeting 25.1.24): https://www.tayvallich.argyll-bute.sch.uk/week-beginning-22nd-january/ 	<p>Not achieved</p>
<p>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.</p>	<ul style="list-style-type: none"> Whole school learning together trip took place to Lomond Sea Life Centre on Wednesday 13th March with 86% of children attending and 83% of those who attended being accompanied by a family learning partner. 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, parental questionnaire, email feedback, Seesaw comments, facilitated discussions by class teachers, photographic evidence: https://www.tayvallich.argyll-bute.sch.uk/week-ending-15th-march/ 	<p>Achieved</p>
<p>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?).</p>	<ul style="list-style-type: none"> Questionnaire (Google Form) was issued to families requesting input on 19th April: https://www.tayvallich.argyll-bute.sch.uk/week-ending-19th-april/ Although a minority of families responded, the majority of respondents said that they agreed or strongly agreed that the school has made good progress over the session and some respondents also identified improvement priorities for session 2024/25. This was followed up with a presentation by the Head Teacher and discussion around priorities for next session at the Parent Council Meeting held on Tuesday 28th May. 	<p>Partially Achieved</p>

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:

Key Action	Evidence	Progress
<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, Nessy 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>	<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 Nessy). Dates for tracking and monitoring conversations signposted within Collegiate Calendar. Across all stages (P1-7), between 73.68% and 94.74 % (most/almost all) of children have progressed ('Up') at least one progress measure over the Literacy & Numeracy organisers between Feb 23 and Feb 24. The majority of P1/4/7 children combined are Expected to Achieve or Exceed their appropriate ACEL level in Numeracy in 2024. Most P1/4/7 children combined are expected to Achieve or Exceed their appropriate ACEL level in Literacy in 2024. 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>Achieved</p> <p>Achieved</p> <p>Achieved</p>

Next Steps:

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.

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:

<u>Key Action</u>	<u>Evidence</u>	<u>Progress</u>
<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>	<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. 	Achieved
<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. 	Achieved
<p>All teaching staff to research and implement a variety of rich learning and 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). 	Achieved

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.

Review of SIP | Priority 4 – ELC - Realising The Ambition – revisiting and building on our pre-Covid ambitions and integrating our post-Covid learning

Progress and Impact:

<u>Key Action</u>	<u>Evidence</u>	<u>Progress</u>
<p>Staff to engage with the re-launch and refresh of Building the Ambition National Practice Guidance</p> <p>Staff to embed the learning from the re-launch and key priorities throughout planning for individual children.</p> <p>Staff to engage with moderation activities in relation to creation of rich assessment tasks/assessment and tracking of progress against developmental milestones and with awareness of Early Level Benchmarks and Es and Os, to ensure a continuity of approach between ELC and early Primary Learning</p>	<ul style="list-style-type: none"> Staff attended the re-launch and cascaded learning to staff across the ELC and school. Evidence of refreshed approaches collected through observations/coaching records/ staff planning records/sampling and review of learner evidence – including floorbooks, observation records and pupil trackers. Records of moderation activities. Record of attendance at cluster ELC meetings. Records of visits to school by colleagues from the central team/other settings. 	<p>Achieved</p> <p>Achieved</p>

Next Steps:

In session 2024/25 the ELC will be in inactive status due to no new registrations. Staff will be re-deployed to other settings and continue to keep abreast of the ELC, local and national improvement agenda, undertaking ongoing- professional learning in line with their individual priorities.

1.1 Attainment Data – Literacy

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.

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- and room-based learning.

- All children have participated in music workshops throughout the year with musician Sarah Phizaklea, aimed to develop creativity, confidence, musicality and performance skills. These have also inspired children to work with staff to lead a weekly lunchtime music club.
- Children from the ELC have joined in with weekly joint learning opportunities, including paired reading, joint play and PE with the P1 to 4s, assemblies and music workshops. They have also taken part in an extended programme around their transition into P1.
- Family members and friends of the ELC children have been given very regular opportunities to support the learning and development of the children by attending Bookbug, Parental Stay and Play and Grandparent’s Games sessions.
- In September the P5 to 7 children opened a pop-up café “Tayvallich Tatties” and invited all of the children, staff and members of their families to be customers.
- In March, all of the children invited guests from amongst their families and friends to join them for a Daffodil Tea where they showed off their learning, skills and talents.
- In May, all children performed at a music showcase for senior members of the community at their luncheon club in the village hall, alongside chanter tutor and internationally acclaimed piper Stuart Liddell.

- The school has worked in collaboration with Community Engagement Officer Kat Hill from Highlands Rewilding to promote learning for sustainability. This has also inspired children to work with staff to lead a weekly lunchtime Earthlings club. A partnership between Tayvallich Primary School, Lochgilphead High School and Highlands Rewilding will also be developed in session 2023/2024 around Developing the Young Workforce and sustainable employment opportunities.
- All P5 to 7 children have engaged during the summer term with Community Land Scotland's online Quest resource, working collaboratively to explore issues relating to the culture, history and future of land ownership and sustainable land use.
- 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. New equipment has been purchased and pupil voice has been at the heart of planning and implementing the improvement activity.
- Ongoing progress has been made towards raising awareness of Children's Rights and development of RRSA action plan.
- Several families and children participated in a family gardening morning, arranged by the Parent Council.
- All children participated in Children in Need/Comic Relief fundraising, with a pupil fundraising lead taking responsibility for this and collaborating with staff.
- 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.
- All P5, P6 and P7 children were involved in and achieved Young Leader recognition through Active Schools Young Leaders Programme.
- All P7 children attended and provided extremely positive feedback on the residential to Lochranza Centre Arran.
- All P5 to 7 children took part in joint learning Hope Spot residency with P5 to 7 children from Glassary 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.
- Almost all children participated in a whole school community learning trip to The Lomond Sea Life Centre and were accompanied by an individual or staff learning partner.

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, 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

Tayvallich Primary School had an allocation of £2540 for the academic year 2023/24 and a carry forward from 2022/23 of £2,985.

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 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:

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

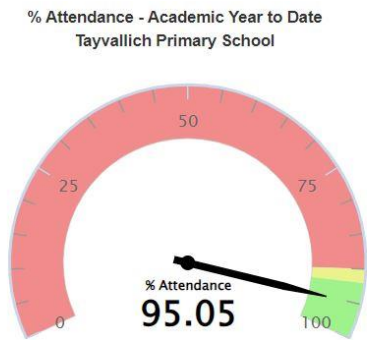
Specifically:

- 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
- providing specialist music and play input to support regulation and develop creative and communal interaction
- 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 who are dis-engaged 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 individual families in line with the Argyll and Bute Monitoring and Maximising Attendance Framework.

Next steps:

For 2024/25, Tayvallich Primary School has an allocation of £2450 and a carry forward from 2023/23 of £ 2,459. 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 continued 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) *
<p>1.1</p> <p>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. 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 and inactive status of the ELC in 2024/25.</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 • HMIE Inspection Report January 2024 	<p>4 – School</p> <p>5 - ELC</p>
<p>1.3</p> <p>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>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</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 • Staff bulletins • Website and weekly updates • Family consultation survey responses • HMIE Inspection Report January 2024 	<p>4 – School</p> <p>5 - ELC</p>

	aims for our setting that is fully understood and embraced by all staff, learners, families and other stakeholders. 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>2.3</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"> • <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 and inactive status of the ELC 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 • HMIE Inspection Report January 2024 	<p>4 – School</p> <p>5 - ELC</p>
<p>3.1</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</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) 	<p>4 – School</p> <p>5 - ELC</p>

	<p>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> <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 and inactive status of the ELC in 2024/25.</p>	<ul style="list-style-type: none"> • Child Plans in the Wellbeing Application • 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 • PEF plan • HMIE Inspection Report January 2024 	
<p>3.2 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</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 	<p>4 – School 5 - ELC</p>

	<p>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 increase 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 and inactive status of the ELC in 2024/25.</p>	<ul style="list-style-type: none"> • Pupil trackers • Attainment and Achievement paper • HMIE Inspection Report January 2024 	
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* Evaluation 6-point Scale:

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

