



Standards and Quality Report 2022 - 2023

|  |
| --- |
| Name of school |
| Rhunahaorine Primary and ELC |

|  |
| --- |
| Context of the school |
| Rhunahaorine Primary School and ELC is a non-denominational primary school and Early Learning Centre in West Kintyre serving the village of Tayinloan and the surrounding area. It is classed as a very remote and rural setting by Scottish Government. We have faced significant staffing issues since January 2023 (recruitment and absences). |
| At Rhunahaorine our vision is for our children to have ambition, excellence and equality. Our values are to be kind, happy and responsible.  School   * This session we had 11 in the school from P1-6 * One third of the school are placing requests * School operated as a P1-6 multi-composite class * Staffing consists of Head Teacher, Part Time Class Teacher and a 0.2 Classroom Assistant * Supportive Parents with a newly formed Parent Council Committee * The school is situated one mile from Tayinloan village. Children are bused daily to school. * Location for outdoor learning in both the forest and the beach utilised weekly * Ethos is enhanced by strong links with community partners (active School Chaplain) * School is in receipt of P.E.F. funding * School in receipt of funding from the West Kintyre Windfarm Trust for an annual major project   Early Learning Centre   * Current role of 6 * Catchment for the ELC is along the A83 from Clachan village to Glenbarr * Staffing Complement: 1 CEW (4 days) and 1 CEW (1 day), 3 x P/T Classroom Assistants (4 days vacant, 1 day and 0.4 throughout week covering lunches) * Successfully delivered 1140 hours throughout 2022/23 session * Working partnership with Gigha ELC joining weekly in the summer months * Sector leading in Outdoor Play |

|  |
| --- |
| Review of SIP | Priority 1 |
| **Progress and Impact:** Priority met and ongoing towards Silver RRS award Impact: Children are more aware of their rights as they interact with them |
| 3.1 Ensuring wellbeing. equality and inclusion through involvement in the Rights Respecting Schools’ Programme   * Buddy Bench erected in playground by parent IMPACT children respond when its used with a view to being inclusive of all * UNICEF Postcards from Paddington Project IMPACT children empathetic and more knowledgeable about children in other countries * People Improving the Playground (P.I.P.) Time weekly throughout T1&2 with School & ELC IMPACT children selected their own area and took care of their environment * Children have ownership of caring for their own classroom IMPACT increased responsibility and tidier room * Global goals and Scotland’s rainforest talk at Machrihanish Air Base and tree planting IMPACT trees for the future * Regular RagBag collections throughout the year IMPACT message of sustainability and boost to school funds * Parental questionnaires completed on RRS at 1st parents’ evening IMPACT parents aware the school is following Rights Respecting School journey * Committee set up for the session IMPACT whole school involvement * Advice and meeting with authority RRS lead IMPACT H.T. clear on aspects of school which link with RRS * Wall displays labelled with UNCRC rights IMPACT children are beginning to link rights and learning * Journey display in the classroom IMPACT children see RRS is an ongoing process * Recognition and Achievement Board consistently added to throughout the session IMPACT children share about achievements outwith school * Bronze RRS Award achieved April 2023 IMPACT morale boost for all as RRS work recognised   Challenges  Staff changes  Staff absences  Teacher strike |
| **Next Steps:**   * Continue with the Silver Award plan which was approved enabling us to obtain the Bronze Award * Identify a staff member to lead |
|  |

|  |
| --- |
| Review of SIP | Priority 2 |
| **Progress and Impact: Project completed and successful with children engaging with the community and being able to think about jobs in their own future** |
| 2.2 Curriculum – Enhance the delivery of the curriculum in line with the DYWF policy.  Following a successful grant request to the West Kintyre Windfarm Trust in March 2022 to implement a Growth on Our Doorstep (G.O.O.D.) Project links were made with local business. Booklets were made prior to the excursions and children interviewed employees about their work and satisfaction. Places involved: Kintyre Eggs, Gigha Halibut Farm, Skipness Seafood Cabin and Smokehouse, Ballywilline Farm, Arran Cheese, Murray Oxborrow Honey, Ifferdale Farm, The Kintyre Larder, Fetcha Chocolates and No 42 Restaurant.   * The E.L.C. visited 90% of the businesses too IMPACT strengthened partnership working * Visits were made to and by local business IMPACT children’s knowledge of work extended * Children interviewed employees about which subjects from school helped them in their workplace. IMPACT children were able to see the relevance of their own school work * Children researched local jobs through interviewing employees IMPACT children gained insight into the world of work and future possibilities * Children able to select and back up their choices of preferred employment IMPACT children are developing ambition * A Sustainability questionnaire was completed by the class at each visit IMPACT information gathered for ECO and West Kintyre Windfarm evaluation. Children found out that business’ care about the environment and all thought about recycling and sustainability * Local residents (70 years and over)benefited from our purchases which were distributed to them IMPACT positive community engagement and strengthened partnerships * Thank you letters were composed by the children after each visit IMPACT positive community engagement * Project was shared via Twitter, School Monthly Newsletters and in the local newspaper IMPACT parents, partners and local community kept informed of the project further strengthening our links and profile of the school.   Challenges  Health and Safety – Kintyre Eggs and Honey man made visits to the school as we couldn’t visit them  Extra work for our Clerical Assistant (liaising with businesses, payments, budget) |
| **Next Steps:**   * Continue to encourage children to be proactive in questioning about jobs and making links to their own school work. * Make another application to the West Kintyre Windfarm Trust for funding as this was a necessity to fund such an ambitious project. (A WKWT grant application was successful in April 2023 to work with Kilmartin Museum on a project ‘Ancient Kintyre Farmers’ in session 2023/24) |
|  |

|  |
| --- |
| Review of SIP | Priority 3 |
| **Progress and Impact:** Two Out of Hours clubs have been delivered so far this session and were attended by choice |
| Title: 2.7 Partnerships – Partners contributing to the Health and Wellbeing of pupils   * A yoga lunch time club was run by a parent in T2 IMPACT children were introduced to yoga, improved Health and Wellbeing, 75% of children chose to attend * A virtual games preparation club was run in T3 by the Head Teacher IMPACT 100% of P3&4 children participated and entered into Kintyre Virtual Games, improved Health and Wellbeing * Parent thanked at end of term celebration IMPACT acknowledging appreciation and promoting partnerships   Challenges  School classroom required clearing prior to yoga club each week  Lunchtime is our only option for out of hours clubs due to children being bussed to and from school. |
| **Next Steps:** |
| * Members of the School’s Sports Committee are keen to run a lunch time club. This is planned for the summer term. * Request on School Newsletter and through Parent Council for volunteers to run a lunchtime club * Continue to work with Active Schools utilising this resource as much as possible |

|  |
| --- |
| Review of SIP | Priority ELC |
| **Progress and Impact:** |
|  |
| **Next Steps:** |
|  |

|  |
| --- |
| Review of SIP | GME Priority |
| **Progress and Impact:** |
|  |
| **Next Steps:** |
|  |

|  |
| --- |
| Review of SIP | Developing in Faith Priority |
| **Progress and Impact:** |
|  |
| **Next Steps:** |
|  |

|  |
| --- |
| 1.1 Attainment Data |
| Attainment of Literacy Curriculum for Excellence levels 2017/18, 2018/19, 2020/21, 2021/22 and 2022/23. (teacher judgement – confirmed levels – 5 year trend). |
| **Example – Replace with school-specific data when provided** |
| **Example – Replace with school-specific data when provided** |
| **Example – Replace with school-specific data when provided** |

|  |
| --- |
| 1.2 Attainment Data |
| Attainment of Numeracy Curriculum for Excellence levels 2017/18, 2018/19, 2020/21, 2021/22 and 2022/23. (teacher judgement – confirmed levels – 5 year trend). |
| **Example – Replace with school-specific data when provided** |

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? |
| * Bronze Award for Primary Health and Activity from Active Schools A&B (June 22) * Each child has responsibility in a committee * 100% school and ELC children participated in G.O.O.D. Project (Sept ‘22 – March ’23) * School & ELC participated in Kintyre Recycling Ragbag throughout the session * 75% of school children participated in Yoga lunch club (T2) * School and ELC had swimming lessons * Family Pumpkin competition and Hallow’een Party (School & ELC) * Inclusion & Diversity drama experience ‘Four Go Wild with Wellies’ on Gigha (School & ELC) * Remembrance Garden, Ceremony and Walk Past (School and ELC) * Planted trees with the Jubilee trust at Machrahanish Airbase (T2) * All School and ELC children performed the nativity in the village hall and remained in character * Class Kindness Chains have reached across the classroom several times * Children made Christmas gifts for Kintyre Care Home * Blythswood Shoebox Appeal * Participated in UNICEF Postcards for Paddington project with our school chaplain * School joined with ELC and undertook RSPCA Big Bird Watch * Virtual lessons from Dynamic Earth, Scholastic and Scotland’s Museums * Easter beach experience and service in the local church * Sports lunch club P3&4 for participation in virtual games * Termly Award Celebrations * Silver School Sport Award from Sport Scotland * Rights Respecting School Bronze Award * Weekly Forest visits (wholes session) * Weekly beach visits (T1,2&3) * Beach Cleans x 2 * Library Visits * Samba Drumming sessions culminating in a performance to parents * Parent Council fund raiser ‘Duck Race’ (Saturday- 80% of children attended) * Coronation Celebration in school playground * School continued with Ardfern Oyster Project x 2 visits to Ardfern (Year 3 of 5 year project) * Joint Sports Day with local primaries (Gigha, Glenbarr, Clachan and Achahoish) June 23 * Children in the local paper throughout the session |

|  |
| --- |
| Summarise progress and next steps in relation to pupil equity funding |
| * Attendance * Attainment * Exclusion * Engagement * Participation   **Improvements planned with PEF 2022/23:**  Changes to our library promoting more reading  PROGRESS New books were selected and bought with consultation with children. An arch and seating have been introduced to the library making it more attractive. Full size seating to make the area dual purpose has not been purchased yet.  IMPACT P1-5 children are opting to sit in the library daily (Summer term) P6 children enjoyed their last reading book as they had selected it themselves from the catalogue.  NEXT STEPS Improve seating for senior pupils. Make arch more attractive – cover and fairy lights. Continue to consult with pupils on book choices.  Facilitating Outdoor Learning throughout the year:  PROGRESS All children have full waterproofs and wellies. All children participated in all outdoor learning (sickness absence being the only factor). Outdoor sessions exceeded those planned and for T2&3 were twice weekly.  IMPACT all have participated comfortably in the weekly Forest sessions. 90% of children marked themselves 10 on the SHANARRI wheel for ‘encouraged to be active’. This has helped with behaviour, built resilience and improved Health and Wellbeing. HT has noted improvement in positive attitudes and behaviour. Visiting staff have also commented positively on the children’s behaviour and engagement in the outdoors.  NEXT STEPS Continue to facilitate weekly forest sessions ensuring children are kitted properly. When possible include weekly beach visits. Further outdoor training for staff.  1:1 Classroom Assistant time allocated specifically for P1 reading  PROGRESS This has happened even though there has been a change of Classroom Assistants and staff absences.  IMPACT P1 reading score above average  NEXT STEPS Continue with Classroom Assistant hours ensuring new entrants in August ’23 are well supported  Classroom Assistant time to monitor and facilitate P6 Sumdog progress  PROGRESS Classroom Assistant who monitored Sumdog left. P6 children are using Sumdog.  IMPACT Not measured  NEXT STEPS Re-assign Sumdog monitoring to another staff member  YARC Reading assessments for all to be facilitated by an independent teacher  PROGRESS This happened on 19th May 2023  IMPACT As visiting teacher has extensive experience in assessment this ensured moderation  NEXT STEPS To repeat next session |

|  |  |  |  |
| --- | --- | --- | --- |
| Quality Indicator | How are we doing? | How do we know? (Evidence) | School Self-Evaluation (1-6) \* |
| 1.1  Self-Evaluation for Self-improvement | Pupils, Parents, Partners and staff are involved in improving the life and work of the school. Views are taken seriously and acted upon when required.  Staff work effectively as a team. Teaching staff share the class and give each other peer support.  Children review their own learning daily through ongoing formative assessment. Target setting review termly in their learning diaries. | * Pupils questionnaires and record of consultations. * Pupils individual SHANARRI wheels. These are monitored by staff and action taken if and when required. E.g. child didn’t feel respected in the playground. PATHS lessons are delivered weekly. * HMIe template questionnaires issued in September to staff identified communication across the establishment had room for improvement. Agenda and notes jotter rehomed to kitchen for easier access by all. * Staff HGIOs balloon evaluations during November In-Service. Results summarised and reviewed. * HMIe template questionnaire to parents in September identified the desire for a Parent Council to start back up. Parents have been pro-active setting up the Parent Council and have appointed a new board and elective members. They have raised approx. £3,000 to pay for our playground improvements and 10% of the grant applications made this session. This was through planning, organising and hosting a major event in Tayinloan village – the duck race. | 4 |
| 1.3  Leadership of Change  This QI also focusses on the following aspects of empowerment:   * curriculum; * improvement activities; * parental and community engagement; and * pupil participation. | School values which were chosen by all stakeholders are known well by the children and displayed daily on our welcome board.  Staff have high expectations of pupils.  Stakeholders are regularly consulted on the school and listened to.  Strategic planning for Covid recovery shared on our one page visual S & Q and SIP in September 2022 and updated in January 2023.  All pupils are on the Rights Respecting Committee and one other. | * All P3 – P6 Children know and can recall the school values. Visitors to the school have commented positively on our welcome board and values. (Early Years Quality Staff Visit) * Placing requests to the school – 45% of the school children are here on placing requests * Questionnaires completed in September by parents and staff. November by children. Interactive board at each termly celebration and both parents evenings. Survey Monkeys on Qis and PEF spending in summer term. * Children matched and labelled class wall displays with the UNCRC rights. * P6 child approached HT requesting his committee run a lunch time club which would be open for all. * A ‘You Said, We Did’ record of consultation and response set up and shared at termly celebrations. | 4 |
| 2.3  Learning, teaching and assessment | Learners’ achievements in and out of school are recognised and celebrated.  The learning environment is built on positive and nurturing relationships allowing for learning to take place.  The practice of collecting a triad of evidence is used to decide pupils’ levels across learning.  Results from assessments are used to inform changes in learning and teaching.  Children have an element of choice as to what is in their Individual Education Plan and in the order it is completed. Upper children self assess using traffic light system throughout their IEP.  P3-7 can use red and green pencil peer assessment strategy as well as 2 stars and a wish.  Learning Intentions and Success Criteria displayed for lessons | * Achievement wall and section in Learning Diaries used to highlight and recognise children’s accomplishments. * Yearly overview of the curriculum delivery and termly forward planning and evaluations jointly contributed to by Class Teacher and Head Teacher. This ensures a balance of the curriculum, clear distribution of planning, record of implementation and evaluations to be taken forward. * GL and SNSA results * YARC assessment results * Assessment moderation of writing by Class Teacher and Head Teacher termly. Separate writing jotters are kept for this clearly showing progression of each child through the session and from previous. * Peer assessment of termly written piece by each pupil. * End of term celebrations are held to recognise and award pupils’ learning achievements. * Hard copies of completed IEPs. * Formative assessment recording in jotters e.g. 2 stars and a wish and red and green pencils. | 3 |
| 3.1 (SIP Priority 1)  Ensuring wellbeing, equality and inclusion  Rights Respecting School | All staff are sensitive to the wellbeing of each individual child.  Colleagues are kind and supportive of each other.  Children are increasingly more aware of the UNCRC and the rights.  All children have ownership of caring for their own classroom where they rotate tasks each week e.g. tidy books, cloakroom, bean bags, buddy.  Children are supported to develop a healthy lifestyle. (teethbrushing, handwashing)  The school has developed an outdoor healthy ethos.  Stakeholders promote a climate where children feel safe and secure.  Staff and partners are aware of legislation affecting the rights, wellbeing and inclusion of all children. | * Termly use of SHANARRI Wheels from P1-7. * Daily sign in chart of emotions engaged with on arrival at school. * Bubble time has been introduce this session and accessed by the children if and when required. * Through a time of absence staff have all been very flexible changing hours and covering for staff absences throughout the session. One member of staff took on additional days until a vacancy was filled. Another staff member took on extra hours daily to help out. * Visit and evaluation of school activities/ethos from Christine Walker (A&B lead on RRS) resulting in submission for RRS award. * Questionnaires completed by Parents Dec 2022 on UNCRC and positive comments, “Very happy with the school and the school values. Our children seem so happy and content here. Well done.” * Children matched their learning with UNCRC rights. * Bronze Award achieved in the Rights Respecting School Programme. * Set routine of handwashing prior to going though for lunch. This is monitored by senior pupils. Teeth brushing after lunch regularly takes place and all children participate. * Weekly visits to the forest throughout the whole session. Weekly visits to the beach Terms 1,2&3. * 70% of Children consistently grading themselves 10 as feeling safe on SHANARRI wheel scoring with the remainder scoring 8 and up. * C.O.S.D. – zero requests of money from parents by the school in Session 2022/23. * Teaching staff both attended training on inclusion and diversity in Physical Education. New ideas ensuring increased participation can now be implemented. Both staff received certificates. | 4 |
| 3.2  Raising attainment and achievement | Almost all children are attaining appropriate levels.  Attainment in literacy and numeracy are a central feature of our priorities to raise attainment. | * Formative assessment utilised by teaching staff daily. * Teachers moderate children’s writing termly. * Children maintain Learning Diaries which are shared with parents. Children regularly set their own literacy targets and next steps. Children are aware of their next steps in maths. * SNSA, GL and YARC summative assessment results in literacy * SNSA, GL and SEAL Diagnostic summative assessment results in Numeracy/Maths. |  |
| 2.2 (SIP Priority 2)  Curriculum | Delivery of curriculum was enhanced through partnership working.  Learning about jobs and the world of work through a project funded by the West Kintyre Windfarm Trust made learning fun and real. | * School chaplain delivered a series of lessons on A UNICEF Project - Postcards from Paddington. Children looked forward to this and senior pupils were given a teaching responsibility. * Partnership working included interactions with 10 local businesses. 100% children shared an ambition at the end of the project. Senior pupils were able to back up their decision from learning throughout the topic. | 4 |
| 2.7 (SIP Priority 3)  Partnerships | Health and Wellbeing of pupils was enhanced through partnership working. | * A parent ran a lunch time yoga club which was attended by 80% of pupils of their own choosing. * Support from Lindsay Ramsay, Active Schools, ensured that a virtual lunch time club could be run within the timescale. 100% of children in P3&4 (targeted group) attended the sessions. Children were then able to confidently compete in the Kintyre Virtual Games. | 3 |

\* Evaluation 6-point Scale:

6 Excellent

5 Very Good

4 Good

3 Satisfactory

2 Weak

1. Unsatisfactory