



Standards and Quality Report 2024 - 2025

Rhunahaorine Primary School



Context of the school

Rhunahaorine Primary School is a remote, rural school, serving the community of Tayinloan in West Kintyre. It also has a Pre-Five Unit, which serves a wider area between Tarbert and Campbeltown. The school benefits from Cluster working with Clachan, Achahoish and Gigha Primary Schools and families have the choice to send their children to either Tarbert Academy or Campbeltown Grammar School, following their time at primary school.

All of the children on the roll live within SIMD 5 and families typically work within the farming, fishing and construction industries within the local area. Many of the children also have parents and grandparents who attended Rhunahaorine Primary School.

The current roll in the primary school is 10, with 3 children in the Pre-Five Unit.

The school is organised as a multi-composite class with children in Primaries 1, 2, 4 and 6.

The school accommodation consists of two rooms. There is one large classroom, which is divided into a teaching space with group desks for different year groups and an adjoining space which provides opportunities for play, active learning, reading and a 'chill zone.' The Pre-Five Unit is housed within the other large room and has had the addition of a secure outdoor space (added Summer 2024) to facilitate free-flow play. This outdoor space is not yet fully usable due to outstanding construction works which the school and Early Years team are working hard to resolve. The completion of works will enable mobilisation of planned focus to consider holistic environment for learning, inside-outside.

Staffing for the primary class includes a teaching Head Teacher (alternate Wednesdays, every Thursday and Friday) and a Class Teacher (every Monday, Tuesday and alternate Wednesdays.) There is a Classroom Assistant who supports teaching and learning in the classroom on Wednesdays, Thursdays and Fridays.

Staffing in the Pre-Five Unit is made up of a Child Care and Education Worker, who works Monday to Thursday, a Child Care and Education Worker who works on a Friday and a full time Classroom Assistant post which is currently split between two staff.

There have been a number of changes in staffing during the course of the session, including the early retirement of the Head Teacher in December 2024 and the appointment of a new Head Teacher in January 2025. We have continued to be creative in securing continuity of staffing within the Pre-Five Unit. This on account of the challenge of recruiting to rural areas.

The appointment of a new Head Teacher has brought significant changes to the school, which has had an impact for the whole school community. Pace of change has been rapid and as a result, the priorities for school improvement have shifted away from some aspects of the original School Improvement Plan, to introduce new priorities, with a particular focus on 2.3 Learning, Teaching and Assessment. These new priorities also take cognisance of the School Review follow up visit which took place in December 2024.

*Providing a learning environment which is safe, vibrant and nurturing,
supporting all our children to be the best they can be.*

Above is the current vision for the school and this embodies the work taking place within the updated school improvement priorities.

We are kind, we are ambitious and we are responsible

Our current school values above, are lived within the school community. They sit under the umbrella of 'we are happy,' which the children value as important to them in their daily lives. The school values are underpinned by Argyll and Bute Council's vision and values, "Our Children, Their Future: Thriving Together."

Review of SIP | Priority 1 (New) – added January 2025

2.3 Ensuring high quality learning experiences, within a high quality learning environment lead to improved outcomes for all learners.

Progress and Impact:

The learning environment has been decluttered and reconfigured to become interesting and engaging, providing support and challenge for all learners and to promote independence in learning. This has led to increased engagement from all learners as evidenced in learning observations and through feedback provided from a selection of learners to the Education Manager on her last visit to the school.

The timetable for the class has been reconfigured to ensure the learners have a consistent, predictable routine where Literacy and Numeracy are prioritised in the morning. Spelling activities are part of every learner's 'soft start' and this has led to an improvement in almost all learner's spelling attainment as evidenced in their weekly spelling tests and in their everyday writing.

There has been some investment in new reading material for both the younger and older learners which has helped to increase their engagement in reading. P6 learners were involved in choosing new novels for the coming year. Almost all learners are reading at home every day to support the reading work being completed in class as evidenced in their reading diaries. Reading attainment has shown that all children are now on track and expected to achieve at the appropriate time.

The purpose of learning is shared in every lesson and almost all children are able to talk confidently about the learning intentions. There is a greater understanding of what is expected in each lesson and this has led to a better quality of work and completion of tasks. This is evidenced in the learners' jotters. In a recent Parent and Carer survey, all returns (90% return) suggested that the learners are talking confidently at home about their learning in school.

In most lessons, learners are co-creators of success criteria. Staff regularly ask learners to check their progress against the success criteria to ensure they are on track. This has enabled almost all learners to feel more confident about their learning and to understand what progress they are making. Individual learning conversations are evidence that this is having a positive impact.

All learners are receiving high quality feedback to help them improve. Feedback is provided in a variety of ways to suit each learner's age and ability. The older learners receive feedback for writing in a table which highlights strengths and areas to focus on for improvement. Time is given at the start of the next lesson for the learners to read the feedback. Staff check that each learner understands what they need to do to improve in the next task. Younger learners receive a mixture of both oral feedback and also 'pedagog stamper' feedback, which visually represents their areas of strength and improvement. The impact of this consistent and high quality feedback has significantly added to the progress each learner is making. Evidence of this can be seen in the quality of activity in the learners' jotters and also through oral feedback provided to the Head of Education at her visit.

Teaching is underpinned by our commitment to the school values. Opportunities to link learning to 'we are ambitious' are regularly made and almost all learners are able to relate current learning to their own future. Learners at Rhunahaorine understand what ambition looks like within their school. Evidence of this can be seen both in the display in the entrance foyer and in the feedback provided to the Education Manager. It is also felt by individual learners who have received special recognition for their commitment to the school values in the school's weekly 'Gather' sessions.

All learners are now accessing digital technology to support learning. All learners use Reading Wise to support the improvement in reading. The impact of this is evident in the improved scores in the learners' benchmark assessments (SWRT) and in the SNSA results for Primary 1 and 4. All learners are able to use QR codes to access bespoke learning to support their learning within Numeracy and Maths. All learners are also able to

code using MicroBits and work independently on improving their own skills. Learners enjoy using technology to support learning and almost all are able to work independently and remain on task.

Medium and short term planning has facilitated a coherent progression of learning across the curriculum. All learners have contributed to the planning of interdisciplinary learning and helped to shape the direction of travel. Most learners feel empowered and recognise that they are partners in learning rather than having learning 'done to them.' There is evidence in the IDL plans which show the learners' voice.

Planning takes account of learners' needs and regular assessment evidence and is differentiated appropriately to provide support and challenge. Weekly plans show evidence of this differentiation across the class.

Planning is shared with parents and carers on a termly basis, through the provision of a 'curricular overview.' This is differentiated for each year group. Parents and carers have fed back through a questionnaire that they have a better understanding of what their child is learning at school.

Evidence of learning in jotters, observations of learners and every day assessments, alongside P1 and P4 SNSA data, show that there has been progress made across literacy and numeracy for almost all learners. Adjustments were made (Feb 25) for a few learners where there was a lack of evidence to show they were attaining at the level they had been previously assigned. On paper, this looks as though a few learners have not made progress, however, there is now clear evidence that they are attaining at the correct level.

Parents and carers were surveyed in May to garner their feedback about the changes to the classroom environment, the learning, and homework. Almost all parents and carers felt that the learning environment supported their child in lots of different ways. Particular mention was made of the defined areas of the classroom for learning and for exploring but also the presence of an area for learners to regulate or use when in need of a break. This area is used particularly well and learners are then able to reintegrate into the classroom quickly and calmly.

On her visit to Rhunahaorine, the Education Manager was able to note the following positive changes to the learning environment from her previous visit in December 2024.

- A purposeful environment for learning and teaching is being created with zoned areas.
- Increased engagement from all learners from the start of the day. Learners were focussed and on task.
- P2 learners on task and engaged in their learning. Talking about what they had learned.
- There were 2 individuals whose behaviour was demonstrating clear improvement in regulation due to universal supports introduced within the classroom. This was impacting positively on learning. This was evidenced by observation and jotter work.

Within the Pre-Five Unit, the environment has been reconfigured to make the most of the space available. There are a range of play areas at different levels which allow children to access the resources at different developmental levels.

Next Steps:

- Continue to invest in reading material to boost reading attainment.
- Data suggests that writing is an area for improvement for us – we will embark on the CYPIC training and implementation through session 2025-2026.
- Increased staffing capacity in August will allow for greater splitting of the class and more direct teaching for learners.
- Continue to develop planning at all levels to ensure all learners' needs are being met.
- Develop differentiated skills-based activities for all learners.
- Refresh the curriculum rationale to take account of the context of the school and Pre-Five Unit, and with a strong emphasis on Teaching, Learning and Assessment.

Review of SIP | Priority 2

Developing a Curriculum Rationale

Progress and Impact:

Parents and carers were consulted about their perceptions, opinions and knowledge of the school across parent consultations and were asked to contribute their thoughts about what makes Rhunahaorine unique. Almost all parents and carers contributed to this, which then informed the current curriculum rationale.

A curriculum rationale was developed which puts the vision of the school at the heart of the document. This vision is now widely shared on all documentation pertaining to the school, policies, newsletters, letters, end of session reports and termly curricular overviews, thus raising awareness and highlighting its importance for the school.

The curriculum rationale focuses on outdoor learning, partnerships and culture, with UNCRC articles embedded into each area. It features a background of the local beach which the school uses to support outdoor learning and enhances the uniqueness of Rhunahaorine.

Next Steps:

- Use the Northern Alliance Curriculum Rationale Toolkit and Education Scotland's 'Curriculum Making' guidance as a vehicle to refresh Rhunahaorine's curriculum rationale and curriculum map.
- Consult with all stakeholders to ensure the current vision, values and aims are still relevant for the school.
- Develop methodology to support listening to and consulting with our youngest learners.

Review of SIP | Priority 3

Home Link Partnership will be Strengthened as Homework is formalised in a policy

Progress and Impact:

Parents and carers were asked their opinions about the introduction of homework. There was a 60% return rate for the questionnaire. Most parents and carers were in favour of homework but a few had strong opinions that homework should not be given. As a result, at that time, a homework policy was not devised.

Following further conversation later in the session, some home learning was issued to the learners, however, without a policy to explain the rationale for homework and expectations laid out, homework had limited impact and was not meaningful to supporting the learning at that time.

A policy for homework at Rhunahaarine was produced in January 2025, which provided a context for why homework is needed, what the children and their families could expect on a week-to-week basis, timescales for handing work in and how the homework would always link directly to the teaching and learning in the classroom that week. The policy was issued to all parents and carers.

A meeting was arranged in February to allow parents and carers to discuss the policy in more detail. Almost all parents and carers attended this meeting and for those who could not attend individual appointments were arranged to discuss the policy. All parents and carers who attended the meeting were happy to support the policy and agreed to support their child with the completion of their homework. A few parents commented that they were glad to have the weekend included for homework to be completed due to work commitments and extra-curricular activities arising during the week.

Almost all learners complete their homework in a timely fashion and to a good standard. One learner is supported with the completion of homework in school time.

A parent and carer survey was completed in May which asked questions about homework. Almost all parents and carers felt that the homework was at the right level for their child and took about the right amount of time to complete. Most parents and carers said their child was able to complete their homework independently, whilst a few said their child needed some support. Almost all parents and carers also commented that they felt more in tune with what their child is learning at school.

Homework has had a positive impact in strengthening learning in the classroom for almost all learners. The area most positively impacted is spelling. Evidence in weekly spelling tests demonstrates progress week on week.

Anecdotal feedback from parents and carers in the reading diaries indicate that reading is being shared at home and they can see their child making progress.

Next Steps:

- **Review the policy, with all stakeholders, during next session to ensure that it remains fit for purpose.**
- **Ensure new families coming into the school are given a copy of the policy.**
- **Ensure there are opportunities for our youngest learners in the Pre-Five Unit to have learning at home experiences too.**

Review of SIP | ELC Priority

ELC learners will increasingly use the free flow area, enriching their learning experiences by being outdoors.

Progress and Impact:

Progress in the outdoor area has been limited due to a number of building factors out with the control of the Pre-Five Unit.

The above situation means that the children have not yet been able to free flow.

Preparation for free flow has begun in terms of planning what the environment will look like. Consultation with children and parents took place for what they would like to see in the outside area. There was a strong feeling that there should be opportunities for planting and for the environment to be as natural as possible.

A grant was secured from the West Kintyre Wind Farm, which will allow for this area to be developed. Staff recognise that this money will need to be spent before September and are beginning to purchase equipment which will remain in storage until the works are completed.

A new, movable coat unit has been provided to assist with making the free flow as easy as possible for the children and encouraging independence in getting dressed for the outdoors.

As a result of the delay to the completion of works, from January 2025, the focus has moved to improve the environment inside the playroom.

Feedback from visits from members of the Early Years team have indicated that the inside environment could be used to ensure that the older learners are able to access learning that is developmentally appropriate for them whilst offering the younger children experiences which are appropriate for them. Staff have made changes to the room, creating new areas for mark-making and literacy and a more inviting story corner, which is rich in literacy. They have also created a 'quiet nook,' which offers children a space for rest and regulation. They are monitoring the use of these spaces and responding accordingly. The introduction of the better quality mark-making area has positively impact one learner in particular who has shown a greater interest in looking at letters and a desire to be able to write their name.

Staff have recently been given a copy of "Through a Child's Eyes – How Classroom Design Inspires Learning and Wonder" to use as a tool to help consider whether the playroom environment can be working harder to support learning at all levels. Going forward, the book will inspire curiosity as an extension of the practical exercise i.e. from 2D to 3D environmental plan.

Extending from feedback at Review, discussions with the EY Education Officer and the HT in May 2025 recognised the value in undertaking necessary research ahead of 'moving furniture', supporting the Pre-Five team to understand deeply, what is influencing and informing pedagogy, the WHY, WHAT, HOW. The practical tools explored have enabled this in a practical way. Securing a rich, holistic, developmentally appropriate core provision that reflects a breadth of curriculum is time well invested and will begin to release educators to focus energies in responding to learners' needs and interests within the 'floating layer'. So, too, will this 'release' enable them to strengthen skills as observers.

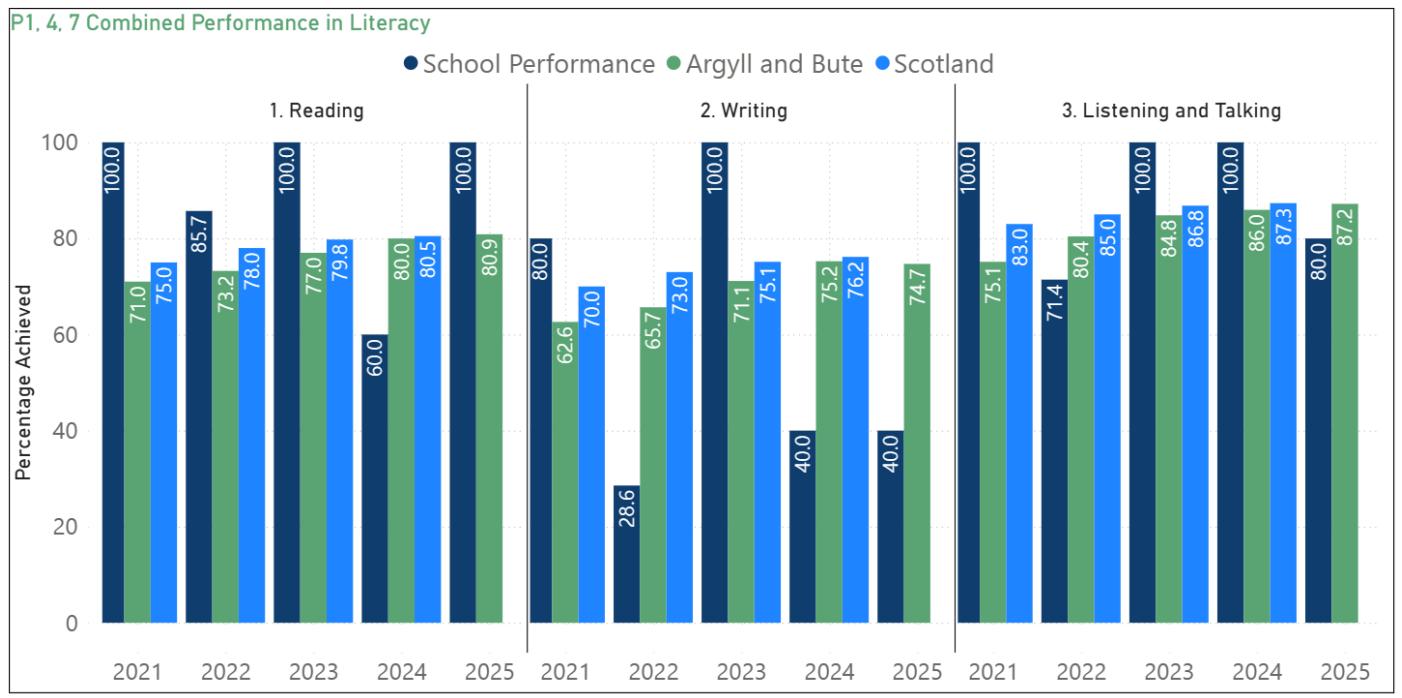
The HT engaged in a professional learning visit out with the local authority to observe a Pre-Five environment which was working hard and engaging all learners of all ages and stages. The impact of the visit has allowed the HT to develop a plan for research-based improvements in interactions, observations and the learning environment going forward.

Next Steps:

- Ensure remedial works are completed and the free flow area can then be used
- In consultation and partnership with all stakeholders, ensure the outdoor space is developed, using the grant funding appropriately.
- Ensure the outdoor environment offers a different experience to what is available indoors.
- Ensure that changes made to the indoor environment have a positive impact on learners' agency.
- Ensure there are opportunities for enquiry-based learning to take place across the whole Early Level.

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).



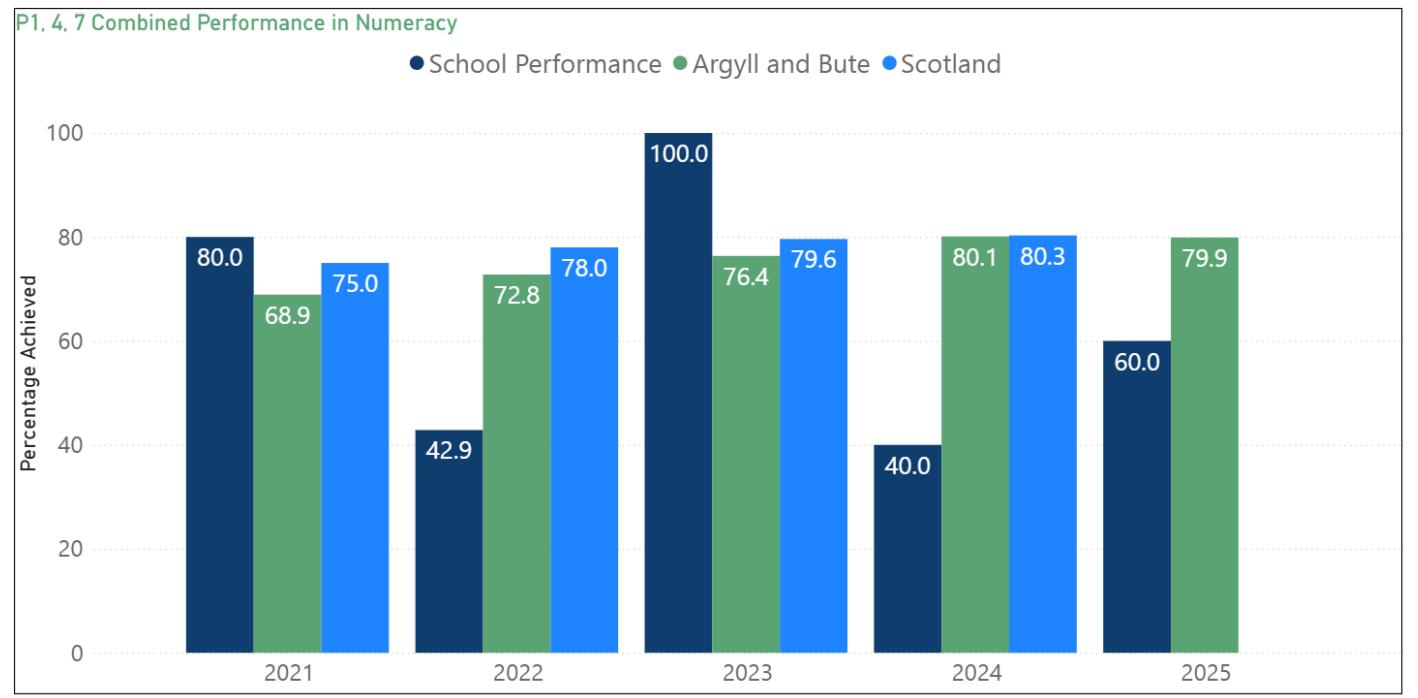
Please Note:

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).



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?**

At Rhunahaorine, wider achievement information is gathered and tracked. All children access some kind of wider achievement beyond the school day.

A local Youth Club runs on a Friday evening and almost all children attend this. The club is led by a volunteer but supported on a rota basis by the children's parents. Most children (P6 and above) are able to access opportunities for leadership development at this club.

A few children access Cubs and Scouts.

A few children access dancing, swimming, football, Tae Kwon Do and choir.

In February, a few children took part in a school-led Pickle Ball club run at Glenbarr Primary School. A subsequent club was set up within Campeltown's Aquilibrium at the weekend, which would allow interested children and families to extend their skills and interest in the sport.

When encouraging families to join the Pickle Ball club, it became apparent that getting children to Glenbarr was a barrier to attendance. The HT supported this by taking children to the club and then returning them home after the session.

We meet regularly with our Active Schools Coordinator to create opportunities for the children to have taster sessions of different activities and then look to offer short term clubs to develop this interest. This, however, is often dependent upon volunteers willing to run an activity after school.

We have built wider achievement tracking into our own school tracking system. This allows us to monitor what children are accessing over time (bi-annually) and whether there is any change to this over time. It also allows for the HT to see where children are not accessing extra-curricular activities and to offer some kind of opportunity within school.

Wider achievements are celebrated in school with children having opportunities to bring in certificates, medals, photographs of the activities they have been involved in. A board is being created in the school to display these and for the children to feel that their achievements have been recognised and valued. We are now making explicit connections to Argyll and Bute Council's Our Children, Their Future-Thriving Together's key priorities; connected learners and lifelong learners.

Tracking of wider achievements and key interests of our learners is allowing us to plan for opportunities for pupil leadership. This session, one learner has led lessons in painting – an area of interest and talent for them.

Going forward, we have plans for pupil-led lunchtime clubs to be run, including painting and board games. This helps to address barriers such as time needed out of school, cost and transport.

Pupil Equity Funding

Summarise progress and next steps in relation to pupil equity funding

Progress and Impact:

Music: All learners participated in 6 sessions of drumming. Engagement in these lessons was high and the children looked forward to Andrew coming to deliver the sessions. Progress was quick for all learners and video evidence shows a marked improvement week-on-week.

Most learners were able to participate in a demonstration of their skills at the Tayinloan Duck Race event, where parents, carers, other family members and members of the public were present. The presentation was well received and most learners felt they enjoyed taking part. Anecdotal evidence of enjoyment and engagement suggests that the children would like further opportunities to learn new skills that they would be able to access out with school time in the local area.

Literacy: The additional hours provided by the Classroom Assistant have facilitated increased capacity for reading across the school. Whilst P1 and P2 reading attainment was the original goal, there are learners in P4 who have greatly benefited from this support. This targeted approach has enabled a learner to make increased progress and reach their expected level when they were not expected to do so within the timeframe. This targeted intervention has also been a strong mitigation for the non-completion of homework.

New books were also purchased to directly benefit the target cohort. The impact of these new books has led to a fast paced improvement in reading for all learners.

SNSA information shows the impact of this intervention with P1 learners achieving Band 6+ in literacy and P4 learners achieving Band 8 and Band 9 in reading.

Next Steps: Data suggests that there is a gap in writing, particularly at P4 and P6 level. Use Classroom Assistant hours to support a target group of new P7 cohort learners to increase attainment in writing to 100% by June 2026.

Maths & Numeracy: All learners have benefited from increased resourcing to offer better provision in Maths and Numeracy. Targeted learners have received better differentiation, more direct teaching and support from the Classroom Assistant. Targeted learners have increased their attainment in Maths and Numeracy with learners in P1 achieving Band 5 in their SNSAs and P4 achieving Band 6 and Band 7 in their SNSAs. Sumdog has not been used during the course of this session but has been renewed for new use in the new session where regular tracking can begin.

Next Steps: Data suggests that whilst progress has been made in Maths and Numeracy, further interventions need to be made in order for the target group of P7 children to achieve Second Level by June 2026. Increasing the staffing provision to support individual targeted learners should see greater engagement and success in Maths and Numeracy. This will also link with the MAKI Cluster improvement priority which will look at using deep diving into Maths and Numeracy data to identify specific barriers to attainment in this curricular area and look at specific interventions to support specific learners.

Health and Wellbeing: All learners have accessed Beach and Forest Schools throughout the session (weekly until December 2024 and less frequently between January and June 2025 due to other priorities). All learners have benefited from the purchase of new outdoor clothing and footwear and place to keep their kit. Anecdotal evidence tells us that most children enjoyed their time outdoors and felt the benefit of being active.

