



Standards and Quality Report 2021 - 2022

Name of school

Bun Sgoil Achadh na Creige/ Rockfield Primary School

Context of the school

Rockfield Primary School is a non-denominational primary school providing education for children aged 3-12 years old across three main areas, English Medium, Gaelic Medium and a Learning Centre for children with more complex and profound additional support needs. It serves a substantial area of the town of Oban (population 8,180)

Our agreed vision, values and aims were reviewed in session 2018-19 through consultation with children, staff and partners. The **vision** for our school is **Creid , Còmhla, Soirbheached -Believe, Achieve, Belong:**

Our **values** are: **Learning, Respect, Equity, Inclusion, Community and Nurture.**

This session we have operated 12 English Medium classes, 3 Gaelic Medium classes, a Learning Centre and an Early Learning and Child Care Unit (ELC) which provides sessions in both English and Gaelic (Sgoil Araich) with a roll of 313 pupils.

We have the following structure within our senior leadership team: Head Teacher, 3 Depute Head Teachers (one of which is DHT for Gaelic Language and Culture) and one Principal Teacher.

As the oldest primary school in Oban, Rockfield has strong traditional links with the community and strives to build on these partnerships to inform and deliver our curriculum. Rockfield Primary prides itself on its commitment to Gaelic, music and sport, all of which underpins our culture and ethos.

The catchment area for Rockfield takes in a large proportion of Oban itself extending out to Lerags and Kilmore. We have a very mixed catchment area of children ranging from SIMD 1- 8. In English Medium provision, 22% of children are classified as SIMD 1-4, with the remaining 76% in SIMD 5-8 In Gaelic Medium Education, 29% of learners reside within SIMD 1-4 and the remaining 71% within SIMD 5-8 Current numbers of children who are entitled to Free School Meals sit at 10% in Gaelic Medium and 11% in English Medium.

There have been a number of significant challenges this year which have impacted upon our progress in implementing aspects of our Improvement Plan for 2021-2022 Without doubt, this has been the most pressurised session we have experienced to date. Over the session 82% of staff (teaching and non-teaching) contracted Covid, leading to significant absences across the school. This also meant that there were interruptions for almost all classes, with a number having to move to online remote learning for periods of time. In addition, we have struggled to fill maternity leave posts- three posts remain unfilled and this has led to members of senior management having to fulfil teaching commitments for a large part of each week. We have also had two extended periods of sick leave in both English and Gaelic medium departments. For GME, this has had a significant impact, with limited time available to devote

to development and improvement work. As a result, there are number of priorities for improvement that will need to be carried forward to the next session. Despite this, we are able to report on a number of areas of progress.

Review of SIP | Priority 1 Raise Attainment in Wellbeing, Equality and Inclusion

Progress and Impact:

- The “Bounce Back” resilience programme is supporting learners to think positively and to use tools to manage difficult situations and uncomfortable feelings. Wellbeing wheels distributed and discussed in class, twice a year and May analysis demonstrate the following:

COHORT	SAFE	HEALTHY	ACHIEVING	NURTURED	ACTIVE	RESPECTED	RESPONSIBLE	INCLUDED
P1		79%	79%	88%	85%	85%	94%	82%
P2		80%	87%	90%	97%	77%	100%	84%
P3		81%	97%	75%	94%	84%	91%	78%
P4		100%	94%	97%	92%	97%	77%	92%
P5		100%	97%	96%	86%	96%	93%	79%
P6		94%	89%	100%	100%	96%	94%	94%
P7		95%	98%	95%	97%	95%	95%	97%

Where learners give themselves a lower score within an indicator, we always take a curious approach and have a conversation with the child and teacher to determine what the reasons for the self-assessment are and importantly agree a plan to support the child. We use the overall analysis to inform our next steps- for example, we can see that the significant input across P6/7 as part of our Covid recovery plan has had an impact, but we may now need to focus on P1-3 to plan and implement appropriate interventions.

- Growth mind-set conversations and displays are evident in all classes and most learners can articulate the language and attitude of growth mind-set. This is evident in conversations and observations of pupils and pre- post questionnaire.
- Pupil participation has increased for targeted pupils in P4-7 by 100% through the targeted delivery of lunchtime and after school groups led by our PEF funded HWB Teacher, which has included Minecraft Club, Multi-sports Clubs, Cooking Club and STEM clubs. Feedback from pupils is overwhelmingly positive and all children who had previously been identified as not participating in wider achievement opportunities, have now had the opportunity to be included in at least one club.
- Targeted nurture sessions for very small groups of pupils/individuals were led by our PEF funded Health and Wellbeing Teacher with positive feedback from pupils: “ I can talk about anything and it helps relieve stress” (see PEF report for further detail and impact)
- Rights of the Child continue to be promoted across the curriculum and children are able to describe and explain some of their rights. A recently established Rockfield Respects Right Group has been established with the view of developing further pupil voice through Rights. Staff in school and ELC have participated in UNRC training and ELC staff have led learning about rights- children are able to describe their rights in simple terms. Parents/ families in ELC are being included in this work with the view that in the longer term, impact can be measured through both learners and parent/carer feedback.
- Children and parents contributed to discussions and questionnaires linked to the cost of the school day as part of our “Challenge Poverty” week, and feedback from this has shaped and influenced our Rockfield “Challenging the Cost of the School Day Framework”- this will be taken forward now to ensure that clear impact is determined

for all families who struggle financially. This involves the re-use of school/ELC uniform, availability of school/ELC resources and weekly availability of food items for families in ELC.

- Mainstream diary templates were created to ensure that children’s achievements in mainstream were reflected, celebrated and shared with parents/ carers- this is still at the early stages as a result of Covid restrictions. Mainstream staff are however working more closely with Learning Centre staff to ensure that recently re-introduced inclusion sessions in mainstream are more meaningful and take adequate account of children’s learning, communication and wellbeing needs.
- Children attending our Learning Centre experienced an increased range of wider achievement opportunities through weekly swimming, outdoor play and outdoor learning visits. The impact of this is that on these days, children are observed to experience significantly reduced anxiety, increased engagement and no incidents of reported distressed behaviour. This evaluation has led us to consider the further personalisation of the curriculum to reflect the needs and interests of our learners with more complex needs
- In ELC a “Little Hearts and Minds” group has been established to further promote understanding of health and wellbeing and to ensure that even our youngest learners shape and influence developments. The children suggested and created their own “Friendship Bench” which has led to children being observed to display empathy and care towards one another. Our youngest learners are able to talk about the SHANARRI characters and describe the importance of this on their own wellbeing. Feedback from parents through questionnaires is very positive:
 “I was worried about my child starting as he didn’t like being left with children he didn’t know. He has settled so well into Rockfield and we haven’t looked back. The staff have been amazing throughout the difficult times we have had and always made sure the children have had the best of times” (ELC Parent)
 “We are delighted with the learning and dedication to our child’s GME ELC. Cannot thank the staff enough. It has been a really tough year for everyone and the staff have gone above and beyond at all times. We have a well-adjusted child who loves Sgoil-Araich, has learnt lots and is eager to learn more” (Sgoil Araich Parent)

Next Steps:

- **Re-visit and formalise nurture approaches and understanding across all staff groups and apply for Silver Accreditation as part of the Our Children Their Nurturing Education Framework.**
- **Plan and implement an agreed approach to support increased attendance and reduced late coming with parents/partners.**
- **Plan and implement wider achievement/pupil participation opportunities for P1-3. We may also need to ensure that the wellbeing discussions/ questions are pitched correctly for early level learners to ensure that information gathered is accurate.**
- **Develop partnerships with ELC parents/ carers to support wellbeing initiatives such as Gardening and Cooking clubs.**
- **Further develop knowledge and understanding of rights within Learning Centre provision**
- **Further review the curriculum for children with complex needs ensuring pathways are personalised while still receiving their curriculum entitlements.**
- **Promote understanding of equality, equity and the impact of prejudice across the school.**



Review of SIP | Priority 2 Raising Attainment in Literacy

Progress and Impact:

- Phonics and Spelling Progression Pathways have been renewed and refreshed in light of evidenced based approaches to reading and spelling approaches, alongside investment in professional learning from Anne Glennie, further investment in resources and clear learning and teaching guidance created for reading and spelling. The initial early impact of this is encouraging- children throughout the school are able to describe and explain the link between decoding and encoding, they can use terminology such as phonemes, graphemes and segmentation. This has been evidenced through classroom observations/learning walks. We are also seeing early impact of this reflected in standardised attainment data (especially across P1-5)
- Raising Attainment in Literacy strategy has been refreshed and implemented, informed by evidenced based approaches from Education Endowment Foundation. Although, we are not yet where we need to be in terms of *consistent* high attainment across all cohorts, we can evidence that there is evidence of recovery in attainment in all aspects of Literacy for all learners and where learners are not yet where they need to be, almost all children demonstrate a trajectory of progress in all aspects of their Literacy learning as evidenced in a range of quantitative and qualitative data.

Cohort	SNSA	Suffolk Reading Assessment	WRAPS Assessment	Parallel Spelling Assessment	ACEL
P1	Band 6+-18% Band 5-12% Band 4- 38% Band 3-18% Band 2-15%				71% achieved Early Level Listening 74% achieved Early level Reading 66% achieved Early level Writing
P2			87.5% reading ages of learners above or equivalent to chronological age.		
P3			69% reading ages of learners above or equivalent to chronological age.		
P4	Reading Band 9+-19% Band 8- 28% Band 7-36%	71% reading ages of learners above or		71% spelling ages above or equivalent to	92 % achieved First level Listening and Talking

		Band 6 10% Below Band 6-8% Exceeding national norm for second half of year. Writing Band 9+ -26% Band 8-18% Band 7-36% Band 6- 18% Band 4 and below- 3%	equivalent to chronological age.		chronological age	79% achieved First Level in Reading 67% achieved First Level in Writing
	P5		72% reading ages of learners above or equivalent to chronological age.		73% spelling ages above or equivalent to chronological age.	
	P6 * 35% of learners with ASN		67% reading ages of learners above or equivalent to chronological age.		63% spelling ages above or equivalent to chronological age. (however 85% of learners have increased their spelling age)	
	P7 *32% of learners with ASN	SNSA's were undertaken in Oct so used diagnostically (broadly in line with national norm for first half of year)	70% reading ages of learners above or equivalent to chronological		60% spelling ages above or equivalent to chronological age. (however 87% of learners have increased their spelling age)	77% achieved second level Listening and Talking 74% achieved second level Reading 62% achieved second level writing
	P7G	As above	* results may not statistically significant-very small cohort (6) <i>100% of learners have improved their reading age by at least a year</i>		<i>*results are not statistically significant-very small cohort (6)</i> <i>100% of learners have improved their spelling age by at least a year</i>	All learners making progress through a level – however 50% have achieved second level reading and writing

- In addition, Talk for Writing approaches is impacting positively on learners- with children observed to be engaged and motivated in writing, able to apply structure, sequence and a range of vocabulary in their writing.
- P1 Literacy Intervention group continues to be successful in developing skills in phonological awareness, vocabulary and narrative skills. All children in group have increased their scores according to baseline then follow up assessment. This group is well represented in band 4 and above in SNSA assessments undertaken in May 22. Attainment over time demonstrates that gains made in P1 are sustained in following years- based on attainment data for cohorts 1 and 2 who are now in P4/5 respectively, all reflected in ongoing assessment data.
- A Pupil Focus Writing Group was established led by our P.T .The pupils have actively been involved in shaping the new writing guidance, sharing their thoughts on ‘What a great writing lesson looks like’. This was shared with staff through our collegiate meeting. Further time to embed approaches is needed to determine impact.
- The implementation of “Word Aware” approaches to support development of vocabulary in Listening and Talking, is having a positive impact on learners, with teaching staff indicating from observations that children are using a greater range of vocabulary which is then applied in written pieces of work. PT planned and implemented a “No pens day” event in November where the focus in each class was entirely on listening and talking- this has helped raise the profile of these skills with pupils, and their necessity for life, work and learning. Within our Early Years, and including ELC, similar approaches are being used through play, with evidence of progress for all learners demonstrated through early level Literacy trackers.
- Word Aware approaches were implemented throughout our ELC and from practitioner observations this is sparking rich conversations and improvements in the range and use of vocabulary used. Impact is evident in the analysis of attainment from Literacy trackers and developmental milestones as shown below (shown for English ELC):

Speech and Language	Cognitive/ Sensory
85.7% achieving expected milestones (remaining % of have significant ASN – and are following highly personalised individual pathways)	80.9% achieving expected milestones (remaining % of have significant ASN – and are following highly personalised individual pathways)

Evaluative comments from staff:

“Talk for Writing has helped the children in my class with comprehension. A small group of learners would struggle to read the text independently, however having a story map allowed them to refer back and this helped scaffold their learning” (P2 Teacher)

“ I have seen good progression across the board for my learners with our reviewed approaches to spelling and phonics” (P5 teacher)

Overall, attainment in Literacy is an improving picture, particularly given a session when Covid has continued to have an impact across the school. Children in SIMD 2-5 and who are entitled to free school meals are well represented within upper bandings in standardised assessment. In addition, we can evidence attainment over time for children who were originally part of P1 intervention groups in Literacy.

Next Steps:

- We need to ensure that we continue to drive forward in sustaining a clear focus on implementing our agreed approaches within our Raising Attainment Strategy in Literacy. This will be particularly important for learners in P6 and 7 where the recovery has been slower.
- Embed reviewed approaches to spelling, phonics and writing.
- Extend talk for writing approaches to include a range of genres in writing.
- Extend word aware approaches within Learning centre provision.
- Share effective practice in Literacy with partner ELC provision.

Review of SIP | Priority 3 Raise Attainment in Numeracy

Progress and Impact:

- Refreshed Numeracy trackers now in place and are supporting the moderation approaches in place in order that teacher judgement is more informed by progress through a level.
- New diagnostic assessments were put in place linked to existing learner pathways- however it became clear that these took inordinate amounts of time to administer and so these are in the process of being reviewed and amended. Further time and development needed to determine impact of assessments on learners.
- Classroom observations/ Learning Walks and Learning Conversations with learners indicate that the impact of our Raising attainment Strategy in Numeracy is leading to learners who can talk confidently about their Numeracy learning and identify and explain a range of strategies that they use to solve equations.
- From the above actions, impact on learners is clear in terms of June attainment data- impact is most clearly demonstrated in P1-P5.

	ACEL	SNSA	Diagnostic numeracy assessments
P1	76% of learners have achieved Early Level Numeracy	Band 6+ 15% Band 5-21% Band 4-35% Band 2-6% Band 1-3%	
P2			94% of learners achieved 70% accuracy in diagnostic assessment linked to Numeracy pathways
P3			72 % of learners achieved 70% accuracy in diagnostic assessment linked to Numeracy pathways
P4	72% of learners have achieved First Level Numeracy	SNSA Numeracy-undertaken May 2022: Band 9+ 26% Band 8-18% Band 7-33% Band 6-18% Band 5-3% Band 4 and below-3%	

<p>P4 Gaelic</p> <p>* Caution- there is still a focus on Gaelic language acquisition</p> <p>**Very small cohort- % not statistically significant</p>	<p>43% achieved First Level Numeracy</p>	<p>MCNG Numeracy</p> <p>Band 10-43%</p> <p>Band 7-28%</p> <p>Band 6-14%</p> <p>Band 5-14%</p>	
<p>P5</p>			<p>96% of learners achieved 75% accuracy in diagnostic assessment linked to Numeracy pathways</p>
<p>P6</p>			<p>40% of learners achieved 75% accuracy in diagnostic assessment linked to Numeracy pathways</p>
<p>P7</p>	<p>66% of learners achieved second level in Numeracy.</p>	<p>SNSA Assessments were undertaken in Oct 2021 and were used diagnostically. At that point, the group were slightly below the national norm for the first half of the year</p>	
<p>P7G</p>	<p>Very small cohort- so % not statistically significant- 33% achieved second level in Numeracy</p>	<p>SNSA Assessments were undertaken in May 2022.</p> <p>This is a very small cohort so % are not statistically significant</p> <p>Band 11+- 17%</p> <p>Band 9-17%</p> <p>Band 8- 67%</p>	

- Science Learner pathways have been refreshed and renewed, though will not be fully implemented until August. Technologies and ICT progression are not yet renewed and this will

be carried forward to next session. A strategic framework for developing STEM has been created and a number of positive outcomes areas of impact have been evidenced: STEM working party established, led by P.T, and planned STEM weeks took place in term 3 Across the school with positive feedback from learners:

"We got to do some interesting projects using different materials to make models."

"STEM activities are really good fun. I enjoyed learning about electricity."

"I enjoyed designing my own map, then coding the bee-bot to travel around it".

"I enjoyed learning how to colour change water. It was a cool experiment to do"

- STEM learning has been positively promoted through our termly newsletters and as a result the profile of STEM learning has been raised
- STEM online Careers Fayre was undertaken in term where women in STEM were strongly represented. Learners demonstrated full engagement with this and spoke positively of their aspirations for the future.
- New STEM teaching resources were purchased with a whole school guidance overview created to ensure progression of skills- early impact is based on evaluative teacher judgement, but longer term implementation and impact has yet to be measured.

Next Steps:

- Continue to implement STEM framework, which will also involve the review of Technologies and ICT learner pathways
- Link Family Learning and Engagement project to STEM projects
- Further investigate the use of standardised assessment within Numeracy at P2, P3, P5 and P6
- Review and refresh pathway for ICT/ Technologies

Review of SIP | Priority 4 Continuous Improvement in Learning, Teaching and Assessment

Progress and Impact:

The initial agreed actions associated with this priority, are the areas which have been most impacted by Covid.

- Initial professional learning took place using the text “Teaching Backwards” as a catalyst for discussion and personal self-evaluation. Focused professional dialogue took place based on setting high expectations, the importance of pre-assessment and modelling very good learning. This is still a work in progress and the professional learning established this session will be continued into next session with the planned outcome being a renewed and refreshed learning and teaching policy which all practitioners contribute to, understand and implement to the benefit of their learners. Early, initial impact is promising- class observations undertaken in May show that these elements are observable in classroom practice in 90% of classrooms.
- Approach to Holistic Assessments have been reviewed and increased with evidence of holistic assessments in place throughout the year- we do not yet know how this is impacting positively on learners and further time and depth of analysis is needed as part of our planned work to review moderation and assessment in the next session.
- Formal strategy for early years play pedagogy has yet to be developed and will be carried forward to next session

Next Steps:

- Complete professional learning using the Teaching Backwards resource, and reflect this in our refreshed Learning and Teaching Policy
- Develop a play strategy for P1 and P2 building on effective practice within ELC
- Review approaches to moderation and assessment

Review of SIP | GME Priority Raise Attainment in Gaelic Literacy

Progress and Impact:

GME has been the area in which, although progress has been made, this has been variable as a result of the staffing pressures outlined within section 1. However we are able to report on the following:

- ASN input has been focused, initially using the enhanced staffing (which was not sustained) in place. This allowed targeted groups of learners to access intervention based on Gaelic listening and talking, reading and writing. There is not yet a strategic framework for meeting the needs of ASN pupils in Gaelic or a defined raising attainment strategy for Gaelic Literacy, though these will both be key priorities moving forward.
- There has been a focus on continued emphasis on the total immersion stage which is leading to observed increased use of Gaelic conversation in all classes (where previously learners were defaulting to English or a mixture of English and Gaelic)
- Sgoil Araich learners have continued to build on their Gaelic language skills through play involving a wide range of contexts for learning. Learners are making appropriate progress according to their developmental stage and attendance pattern. 94.7% of learners are achieving expected developmental milestones. Teacher input time to Sgoil Araich, has been impacted as a result of staffing difficulties in GME.
- P5-7G learners have been able to access a wider range of opportunities this session to use and apply the Gaelic language in a range of contexts. P5-7 participated in the Film G competition allowing them to learn about film production and script writing and were shortlisted in the under 12 category. They also participated in the national Comman nam Pàrant residential trip to Edinburgh where the language of Gaelic was used at all times. This also allowed the learners the opportunity to participate in a wide range of learning across the curriculum through the medium of Gaelic. Learners have been involved in creating Gaelic language exhibits based on Argyll Gaelic dialect in partnership with Kilmartin Museum. Finally, at the end of the session we have been able to re-establish our Gaelic Café, inviting parents and carers to come along and hear/speak Gaelic alongside their children. This has offered a further opportunity for learners to promote the Gaelic language as well as offering them the opportunity to use their Gaelic language skills
- The impact of the work undertaken to raise attainment in Gaelic Literacy is evident from a range of assessments undertaken in May, where P1G pupils are as a cohort, performing well, and P4 learners have made positive progress. P7 progress has been slower, and is reflective of the more significant impact on attainment caused by the covid related school closures and a relatively higher percentage of children with additional support needs. Attainment picture is mixed, and as such raising attainment in Gaelic Literacy remains a key priority.

Cohort	ACEL	MCNG (Gaelic Literacy)	SNSA	Oral Gaelic Language Assessment	Gaelic Common Words Assessment (Reading)	Gaelic Spelling Assessment
P1G * very small cohort to % not necessarily statistically significant * Focus on oral Gaelic language acquisition is reflected in results.	72% achieved Early Level in Gaelic Listening and Talking 72% achieved Early Level in Gaelic Reading 72% achieved Early Level in Gaelic Writing	83% -Band 7 17%-Band 4		100% of learners scored 70% and above (50% were above 80%)	17% above 70 % Remaining 83% scored less than 50%	33% scored 60%. The remaining learners scored less than 50% * Focus in P1G remains acquisition of oral language
P4G	72% achieved First Level in Gaelic Listening and Talking 72% achieved First Level in Gaelic Reading 57% achieved First Level in Gaelic Writing	MCNG Reading Band 10-14% Band 9-43% Band 8-14% Band 7-14% Below Band 7-14% MCNG Writing Band 9-14% Band 8- 28% Band 7-14% Band 6-14% Band 5-28%		14% scored above 70% 57% scored between 60-75% 29% scored 50%	86% scored above 70% 14% scored below 70%	29 % scored above 70% 14% scored between 50-70% 57% scored below 50%
P7G	33% achieved Second	MCNG Reading		17% of learners scored more	100% of learners	17% of learners scored

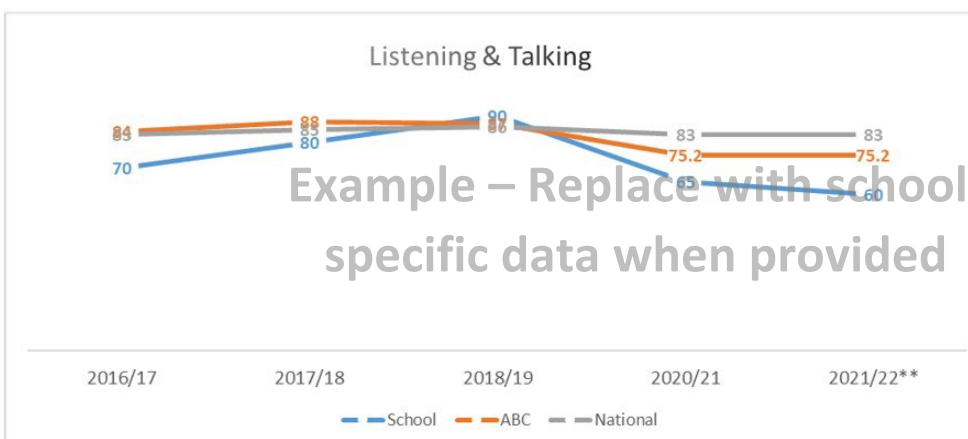
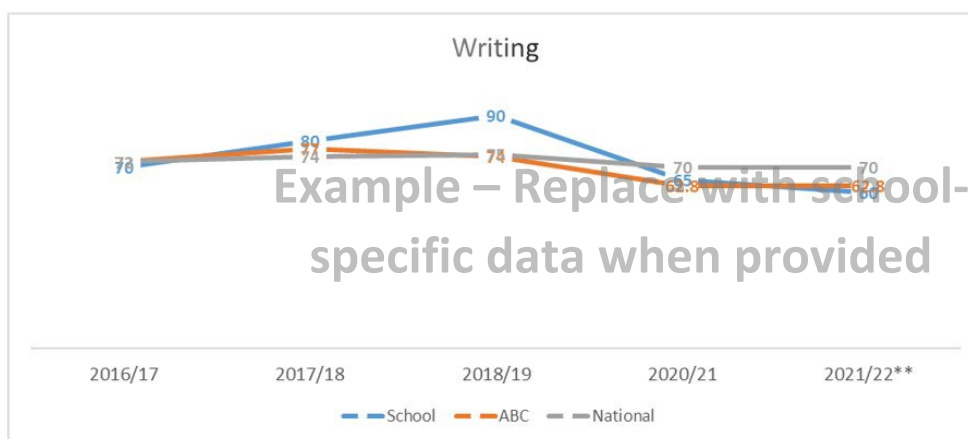
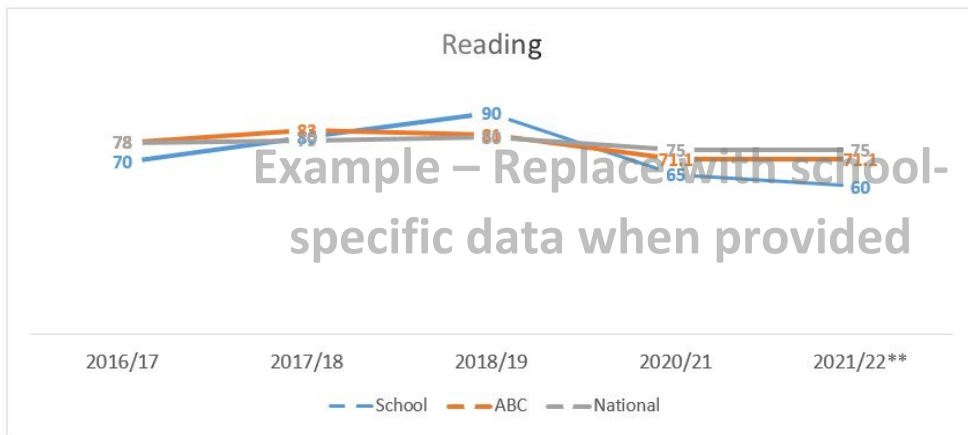
		<p>Level in Gaelic Listening and Talking</p> <p>50% achieved Second Level in Gaelic Reading</p> <p>33% achieved Second Level in Gaelic Writing</p>	<p>Band 10-33%</p> <p>Band 9-33%</p> <p>Band 8-33%</p> <p>MCNG Writing</p> <p>Band 11-33%</p> <p>Band 9-17%</p> <p>Band 7-50%</p>		<p>than 75% The remaining were below 75%</p>	<p>scored more than 75%</p>	<p>more than 75% The remaining were below 75%</p>
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Next Steps:

- Raising Attainment Strategy in Gaelic Literacy to be developed
- Strategic Staged Intervention Framework to be developed for Gaelic pupils
- Further develop the place of Gaelic in our school through promotion of Gaelic Language and culture throughout all classes, including EME classes and English ELC
- Re- establish Gaelic Café

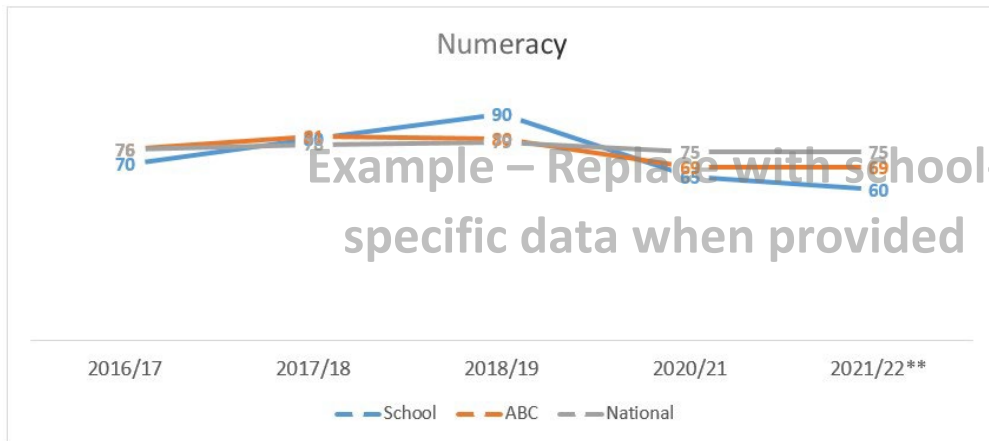
1.1 Attainment Data

Attainment of Literacy Curriculum for Excellence levels 2016/17, 2017/18, 2018/19, 2020/21 and 2021/22. (teacher judgement – confirmed levels – 5 year trend).



1.2 Attainment Data

Attainment of Numeracy Curriculum for Excellence levels 2016/17, 2017/18, 2018/19, 2020/21 and 2021/22. (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.

Overall quality of our learners' wider achievements

Highlights of session 2021 - 2022

- Fundraising day took place for the children of Ukraine and involved children learning about the country of Ukraine, considering the rights of those children and sending messages of encouragement which was compiled into a film and shared on social media.
- Gaelic continues to be promoted and a Gaelic week was planned and implemented to coincide with St Andrews Day/Scotland week. Gaelic classes had Art work displayed in Helensburgh as part of an Art Exhibition project. Gaelic pupils participated in a ceilidh including highland dancing and creating their own Gaelic slogans when designing t-shirts.
- All learners across the school participated in World Book Day celebrations, including treasure hunts, big book swap, teacher class swap, sharing favourite stories. This is further raising the profile of reading for enjoyment across the school.
- Classes took part in Rugby training in partnership with Live Argyll Active schools.
- Classes made use of community resources to support and enhance the curriculum-P4 participated in trip to the Lifeboat station, as part of their Titanic topic. P2/3 benefited from a castles based learning day at Dunollie museum.
- First level classes all participated in Enterprise afternoons linked to learning for sustainability-creating and selling recycled gifts.
- Primary 5 pupils worked in partnership OHS benefiting from physical activity delivered by Sports Coaches.
- P7 pupils participated in online question/answer learning session with representative from Scottish Parliament as part of Democracy IDL topic.
- All Primary 7 girls participated in "Healthy Me" Club – in partnership with Maureen Evans, Community Learning Youth Worker.
- A part of our learning for sustainability curriculum theme COP 26 activities were planned and implemented across the school leading to high levels of interest and engagement.
- Learners participated in the Hope 2 Oban poppies initiative – creating displays of poppies for Remembrance Sunday, which were then displayed throughout Oban.
- Jubilee celebrations in June included a "Jubilee Street Party" lunch and clan events.
- Learners across P5-7 have been involved in working with Emily Love from Argyll and Bute Rape Crisis as part of the PATCH project (Preventing Abuse and Teaching Children Health Relationships). They have also been involved in participating in workshops delivered by TIE (Time for Inclusive Education) related to challenging stereotypes and addressing homophobia.

Comment on strategies that have been successful in engaging with children and young people, staff, parents and the wider community and the impact of these.

Pupil voice has been developed further in the following ways:

- Our Health and Wellbeing Teacher listened to the views and ideas of our pupils and led the changes to the clan point system. Early plans have begun to re-establish clan afternoons following COVID-19 restrictions, including a Queen’s Jubilee themed event which took place on the 1st June.
 - Each class contributed towards our corridor “Proud Cloud” display, which highlights areas that each class is particularly proud of and includes many reasons to celebrate our school. This was shared further in an authority video which was presented to our newly elected council members.
 - Staff have contributed to evaluation of evidence of the impact of the school improvement plan through creating Big Books of Evidence of impact. This has allowed practitioners to be more closely involved in the responsibility of taking priorities for improvement forward within their class, and to be able to report back more effectively on impact.
 - Staff have also participated in leading and contributing to a STEM working group and a review of phonics and spelling approach at Rockfield.
 - Staff members have taken forward a STEM lunchtime club and a cooking club
- Parent/Carer Engagement
- Parents have had the opportunity to shape and influence the Rockfield Cost of the School Day Framework through feedback from a Cost of the School day questionnaire- children contributed powerful suggestions to support families which are now being taken forward.
 - A recently initiated Parental Involvement Group has been established for parents of children who attend the Learning Centre. Feedback from this group is influencing our plans to extend communication approaches through the SEESAW platform, planned for next session.
 - Parents have engaged with the sharing of learning online- we have used Google Classroom for sharing presentations across classes.
 - All parents have had the opportunity in term 4 to visit their child’s class to see learning in action and we hope to build on this next term, as this appears to be the most effective way for parents/carers to engage in their child’s learning.
 - We continue to use “snapshot learning” weeks to share with parents samples of their child’s learning over the week. Parents have the opportunity to view and discuss their child’s learning and to offer feedback.
 - We undertook an online learning and teaching questionnaire- however participation was extremely low with only 9% of parents/carers participating (despite several attempts to raise the profile of the questionnaire) so alternative avenues for this type of engagement are being explored.
 - Our PTA (operating as a Parent Council and which includes the Parent Forum) are involved in shaping and influencing many of the events that have taken place in school such as the Jubilee celebrations. They have also contributed to the empowering our educators consultation.

Comment on progress made with the following aspects of empowerment:

- curriculum;
- improvement activities;
- parental and community engagement; and pupil participation.

https://education.gov.scot/improvement/learning-resources/an-empowered-system/?dm_i=LQE,6RTY0,WAUPY4,R37A1,1

Curriculum

Improvement activities

- The continued use of the class “Anything Books” has ensured that learners influence the priorities for improvement within the school. Learners themselves have identified the impact of the school improvement priorities on their own learning:

“ Being outdoors at Ardentinny, helped us overcome challenges, develop independence, grow my confidence and develop” (P7 pupil)

“ We have enjoyed all of the different clubs that have come back or have been introduced” (P4G)

“ We like Number Talks- we use different strategies to work out number problems and equations” (P3)

“ We liked cooking as it helped us practically apply our Maths” (P7G)

“ We have enjoyed having a caring class where we all help and look after each other” (P1)

“I’ve enjoyed learning different methods in maths. I like the formal written method, I find it more suitable for me” (P4 pupil)

“ Phonics has helped us with both spelling and reading unknown words” (P5)

“ We find taking our learning outdoors relaxing and good for our mental health” (P5)

“ Story maps help us when we write our stories , because we can look at them any time to remember what we planned to write” (P5 pupil)

“ Changing the way we learn spelling, It has made it easier for me to understand” (P4)

- Staff members who were working at home prior to commencement of maternity leave (risk assessed approach related to Covid) were instrumental in taking forward the review and refreshment of RME pathways and Science Learner pathways which will be implemented in August 22.
- A further pupil leadership opportunity has been accessed by some of our P6 and P7 pupils, who have formed a Digital Leader Team. They have been working with the PT to promote digital technology in the school. Their responsibilities include maintenance of equipment and recording digital faults that are then reported to our technicians at the service desk. The members all have an interest in technology and have benefitted from being able to participate in this group.
- Writing Pupil Focus Group established and led by PT. This learner participation opportunity has been very successful, with pupil led writing initiatives delivered across the school. Pupils led the “star writer” initiative - creating a bag of engaging and stimulating resources for children across P5 and P6 to participate in writing for enjoyment. This pupil group also initiated and led a Christmas story writing competition. This has led to successfully raising the profile and enjoyment of writing.

- Virtual Games led by Primary 7 pupils supporting and leading a P2 after school club following training from Active Schools Coordinator, Gillian Walker.
- Pupils have shaped and influenced the range and number of after school/lunchtime clubs: Participation in these enrichment activities have huge benefits for our pupils. They promote a healthy, active lifestyle where children build relationships and develop skills in managing emotions and behaviours.
- A learner participation project was established, for our senior pupils to experience a leadership opportunity through sport. Our Active Schools Co-ordinator provided training for our Primary 7 pupils who then delivered a series of PE lessons across the school, which led to an inter-school competition.

Comment on progress made with Pupil Equity Funding, taking account of the five key areas below:

- attendance;
- attainment;
- exclusion;
- engagement;
- participation.

Target Group 1- Children who have limited or no opportunities for wider achievement outwith school, including children who have been adversely affected by Covid related restrictions

100% of pupils targeted have been involved in at least one after school/lunchtime group. Groups have consisted of multi-sports, art and craft, cooking, STEM and cooking. The impact of this has been an increase in observed levels of participation and engagement. All those who were targeted, gave themselves scores of 8 and above in wellbeing wheels.

Target Group 2- Children who struggle to self-regulate, have significant family pressures or who have challenges in forming and sustaining friendships

Initially 24 pupils were identified for screening through a process of identification, from Free School Meals and SIMD data. Teachers of pupils highlighted by the initial data were then asked for information on pupil relationships and behaviours.

Pupils who were not highlighted by the screening process but were recognised from individual teacher professional judgment were also added to the list of pupils for individual or small group targeted intervention.

Groupings:

The groupings were mostly class based due to covid rules being in place for most of the year.

Groups ranged in size from 1:1 to 1:4

Pupils were grouped according to classroom teachers recommended areas for development such as:

- Positive Relationships
- Benefitting from positive role modelling
- Support with bereavement
- Support with co/self-regulation

A range of nurture based strategies were used to support individuals/small groups:

Developing a positive relationships and connections were instrumental in establishing a foundation for intervention work – this led to the building of trust evidenced through so that the pupil knew that they had someone to confide in and seek support from if necessary. Targeted groups participated in a range of activities:

- Building confidence in problem solving situations through positive challenges with open ended answers. This included STEM challenges, space topics, games and activities personalised to specific interests and motivators,
- Teaching through My Hidden Chimp book, through informing about behaviours and why. This involved teaching the basics of brain development and limbic system.
- Created additional extra-curricular clubs with the intent of targeting pupil from their interests to Ensure that opportunities for participation and social development were provided outside the classroom.
- Discussion and teaching on loss and the grieving process of emotions in small groups. This allowed the pupils to understand they are not alone although their experiences were unique to them.

Feedback was sought from both learners and staff to determine impact:

“ Working with Mr Murray has helped my mental health” (Pupil statement-P6)

“I now am healthy and strong and can talk about my feelings” (Pupil statement-P2)

*“I do feel he has engaged well with you and been able to build a trusting relationship with you which he really needs. He has definitely enjoyed his one to one time with you and benefitted from this positive attention. In terms of social skills, he has definitely benefitted from working with you and the other child to model these skills and there are times within the class that we are seeing these skills in action however I feel this definitely needs to continue to build up the size of group ***** can work with successfully” (Teacher statement).*

*“I think **** has benefited from having a space to discuss any worries or concerns he has had, just having another positive role model. *****'s engagement and behaviour, although inconsistent, has been good for longer periods of time this term” (Teacher statement)*

Target Group 3– Children who have an attainment gap in reading, specifically phonics acquisition.

There is an improving picture in the acquisition and application of phonics. Spelling is now beginning to improve with around 70% of learners with spelling ages of either above or equivalent to chronological age in P4 and P5. Impact at P6 and P7 is reflected in the number of children who have increased their reading and spelling ages by at least a year, even if they are not yet where they need to be. We are seeing measurable progress with 85% of learners in P6 cohort increasing their spelling age. Of those who improved their spelling age 87% improved by over a year. In P7, 87% of pupils have increased their spelling age and of those, 50% have increased their spelling age of at least one year. It’s important to note that there are some additional factors at play given that there are a third of learners in both P6 and P7 cohorts with identified additional support needs. We are not yet achieving our targets of 85% of learners achieving/ exceeding achievement in spelling but we have made progress and will continue to focus on our PEF funded initiatives over the next year.

Target Group 4- Learners who are not yet making expected progress in writing.

All children are making a trajectory of progress in writing. Although we have not yet achieved our planned outcome of 80% of learners being on track for writing across every cohort, we are seeing early impact, particularly in the early/middle years, but we need more time to fully realise the impact and this will be a continued focus for the next sessions. ACEL information tells us that appropriate progress is being made at P1 and P4, with continued intervention required for our P7 learners.

Target Group 5- P1/ELC children who are identified as having limited vocabulary and/or poor phonological awareness in EME provision. 100% of targeted group who participated in P1 intervention group have made measurable progress, improving baseline scores over time. From baseline assessments undertaken in August, 60% of pupils had increased their score by 4 or 5 points. 30% of pupils had increased their score by 6 or 7 points. This has also impacted on their wider acquisition of their literacy skills-within each group 82% pupils scored full marks in recognition and understanding of phonics at P1 (40 phonemes) Of the targeted group, SNSA assessment information demonstrated that the majority of pupils who were part of P1 intervention groups performed within band 4 with a smaller percentage performing in bands 5 and 6. Analysis over time continues to show that the long term gains at P4 of original groups who participated in P1 groups (and who are now in P4) are sustained e.g. current P4 learners who were part of an intervention group (original cohort 2) are performing within bands 7, 8 and 9 in SNSA Reading/Writing and in a wider sense, 83% of original group are on track for reading and 75% on track for writing.

Target Group 6- Children with complex/profound needs who have limited opportunities for wider achievement and inclusion

All Learning Centre pupils participated in two terms of swimming funded by PEF. High levels of engagement were observed from all children, and significantly reduced episodes of distressed behaviour during these sessions. Feedback from parents was very positive:

“My child loves swimming and outdoor learning on a Friday- this helps them regulate really well. I’d like to see this is place for the whole year” (Learning Centre Parent)

Data which supports the impact of this project, includes the fact that no incident reports of aggressive/distressed behaviour are received on a Friday.

Target Group 7- Children with complex/profound needs who require support with total communication approaches

We have initiated a project with the Oban Speech and Language Therapy team, which has involved a lot of time in planning, including the identification of the improvement methodology we will use. This has been a very recent development. Initial baseline information has been gathered with regard to staff levels of confidence in implementing a total communication approach. This is still at the early stages but we have a clear plan moving forward which will involve all parents, staff and children.

Target Group 8 – Children who did not have the opportunity to learn to swim as a result of reduced opportunity and poverty

This group all participated in a block of swimming lessons throughout term 3. Every child made measurable progress as indicated by Swimming Coaches.

GME

Target Group 1

Gaelic Medium Learners who were adversely impacted by two periods of extended school closure and who were not yet making expected progress in aspects of Gaelic Literacy.

Funds were directed towards the national Comann nam Pàrant event of a residential trip to Edinburgh enable an opportunity for Gaelic learners to use and extend their Gaelic language skills at all times during the trip. This also offered the learners the opportunity to learn about the culture and history of Scotland through the medium of Gaelic. The impact of this, was to raise the value of Gaelic within the cohort of learners and support them in being proud of being young Gaels- this is the intended catalyst

to support motivation and engagement in the learning of Gaelic. This is part of a wider approach to raise attainment in Gaelic Literacy. Feedback from learners was positive: :

"I really enjoyed Dynamic Earth because we learned about ice, earthquakes and what people looked like thousands of years ago. I don't speak Gaidhlig at home because nobody would understand me but it was a good chance to speak Gaidhlig with my friends in Edinburgh. We spoke Gaidhlig in our rooms and everywhere we went. When we were at the museum, we were speaking Gaidhlig and met other people who also spoke Gaidhlig. I liked that because it was much easier that we all had that one language we all understood." (Pupil A feedback)

"I think it was really fun on the bus because you get to talk to your friends in Gaidhlig for a long time and, when you get there, you get to have fun! It was a good chance to explore other places. We saw another Gaidhlig school which was great because we rarely see other classes that speak Gaidhlig. I loved the trip because the bowling was really fun and I had my birthday on the trip" (Pupil B feedback)

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>3 year self-evaluation strategic plan in place for school and ELC but elements of the implementation of this has been impacted by Covid related pressures throughout the year.</p> <p>There has been little engagement from parents/carers in self-evaluation activity, despite our efforts, so we need to think differently to capture the views of parents/ carers and partners more effectively in the next year.</p> <p>We have however managed to implement most of our agreed monitoring actions and this has influenced the identification of further development needs.</p> <p>Evaluation and analysis of pupil progress and attainment is leading to quicker and more effective interventions.</p> <p>A range of data is used by leaders to determine and measure impact of improvement actions.</p>	<p>Feedback from parents. Pupils and staff shape and inform next steps. Learning walks, Classroom observations, Pupil Voice groups, Class feedback books, School Improvement Class “Big Books” of evidence of impact of progress in school improvement.</p> <p>Analysis of attainment statements undertaken three times a year, inform targeted improvements.</p> <p>Leaders are experienced in using data to identify improvements and determine impact of these improvements on learners.</p> <p>Self-evaluation at class teacher level with understanding and analysis of data at class level still requires further development.</p>	<p>Satisfactory</p>
<p>1.3 Leadership of Change</p>	<p>Despite the pressures of this session, we have made good progress in most aspects of our SIP priorities. GME identified improvement priorities have been much slower due to staffing pressures.</p>	<p>Good progress made in many of the SIP priorities for 21-22- evidenced from feedback from staff in self-evaluation and “big books” of impact of evidence, despite unprecedented challenges this session.</p>	<p>Good</p>

<p>2.3</p> <p>Learning, teaching and assessment</p>	<p>Teachers/Practitioners have all embraced development work related to SIP priorities and taking these forward at class level.</p> <p>Learners have participated in a range of positive learning experiences throughout the year and this is reflected in levels of engagement, participation and achievement</p> <p>ELC children in both English and Gaelic provision are experiencing a high quality play based curriculum, making full use of the indoors and outdoors environment. The local community is well used to enhance the children’s learning and development.</p> <p>The development of consistent approaches to teaching and learning is leading to recovery in terms of attainment in Literacy and Numeracy.</p>	<p>Learning walks undertaken in Sept/Oct (which also included feedback from learners in focus groups) evidenced a range of interactive wall displays, which pupils use to articulate what they are learning and how the environment supports their learner journey. Some further support required for some practitioners to ensure they are supported to act on feedback and develop areas for improvement further.</p> <p>Classroom/Playroom observation visits focused on Literacy/Numeracy (related to SIP priorities) and good evidence of achievement and engagement was observed within all classes/settings.</p> <p>Learning and Teaching Questionnaire issued to parents in Dec/Jan demonstrated that 82.7% strongly agreed/agreed that they were satisfied with the quality of teaching within our school. 10% indicated they didn’t know (this may be reflective of the fact that parents were not able to come into school until term 4)</p> <p>Positive feedback from ELC parents as a result of questionnaires returned, with almost all parents/ carers satisfies with the range and quality of learning opportunities provided.</p> <p>Pupil voice /Pupil Questionnaires and Pupil Wellbeing wheels- 89% of learners feel they achieve well.</p>	<p>Good</p>
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<p>3.1</p> <p>Ensuring wellbeing, equality and inclusion</p>	<p>A range of well planned, targeted opportunities for wider achievement and participation have been implemented across a number of stages across the school. Uptake levels of these opportunities has been high.</p> <p>The wellbeing indicators sit at the heart of our school and are used as part of our assessment approaches. Early intervention takes place to address needs as and when they arrive.</p> <p>Nurture is part of our whole school ethos and we have a number of specific nurture projects in place which benefit targeted groups.</p> <p>Children with complex needs within school/ELC access a highly personalised curriculum and additional opportunities for achievement are in place each week.</p> <p>Personalised planning and tracking in place and used effectively by staff</p>	<p>Learners can articulate and discuss wellbeing indicators from ELC- P7 and can describe what they need, from analysis of wellbeing and achievement data (gathered and analysed in tracking of attainment spreadsheets)</p> <p>Pupil Progress meetings undertaken twice yearly allow us to identify low levels of participation/ achievement and make plans for intervention- which is then reviewed for impact</p> <p>Increased levels of participation/ achievement through the delivery and uptake of a range of after school/lunchtime clubs.</p> <p>Qualitative data from learners suggests that those attending focussed nurture sessions appreciate and use this time to process challenges and difficulties.</p> <p>Feedback from parents of children, based on questionnaires and Parental Involvement Group within Learning Centre is positive.</p> <p>Observational evidence in place which supports the position that children are increasing their ability to regulate and engage in learning.</p> <p>A range of assessment/ tracking evidence is in place for children with complex needs in both ELC/School.</p> <p>A wide range of data is used to determine impact of planned PEF projects and also informs next steps. Robust evidence exists of attainment over time for targeted groups of learners.</p>	<p>Very Good</p>
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<p>3.2 Raising attainment and achievement</p>	<p>Raising Attainment strategies in Literacy and Numeracy underpin learning and teaching approaches across the school.</p> <p>Raising Attainment strategy required for Gaelic Literacy to ensure agreed, high quality consistent approaches across all GME classes.</p> <p>Pupil Participation and achievement is carefully monitored and action taken to intervene where we see reduced participation/ achievement levels. This is managed through a combination of SIP based and PEF based interventions.</p> <p>Early intervention is a key approach from ELC onwards reflected in a range of approaches from developing vocabulary, phonological and listening skills in ELC/P1 to evidenced based approaches to promote reading/ writing/numeracy skills throughout the school reflected in Action Plans/Child's Plans.</p> <p>Learners attending Learning Centre have a range of opportunities indoors and outdoors to participate in a wider range of learning activities which supports the range of achievements we are able to evidence.</p>	<p>Evidence of recovery in attainment in EME from P1-5 using a range of data- progress and achievement, ACEL, SNSA, standardised assessments and teacher judgement. Evidence of trajectory of progress across P6-7 as supported by standardised assessment data, although continued focus and intervention required in P6 to meet expected progress. Analysis of attainment has allowed us to target improvements forward and we have a range of data which allows us to analyse attainment over time.</p> <p>Attainment statements which bring together a range of attainment information are shared three times a year with staff and used to plan class/ department/ whole school interventions.</p> <p>Good evidence of impact of early intervention in P1 over time- with standardised assessment over time, demonstrating that good progress is being made towards closing the poverty related attainment gap</p> <p>Evidence of analysis of attainment takes place three times a year and use to inform intervention at cohort level.</p> <p>Pupil Progress meetings take place twice a year to track attainment on an individual level, identify</p>	<p>Good</p>

		<p>interventions, and measure impact of these interventions over time.</p> <p>Evidence of good progress being made in P1-5 Gaelic attainment data. Whilst further intervention and support required in P67 GME, clear evidence of progress from analysis of data in P1-4G.</p>	
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