



Argyll and Bute Council: Community Services: Education
Annual Standard and Quality Report and Establishment Improvement Plan

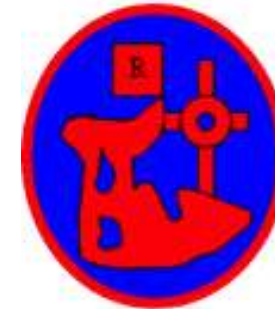
Establishment	Rhunahaorine Primary School
Area	MAKI
Session	2018-2019



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“To Be the Best We Can Be”



SIGNATURES			
Head of Establishment	Ruth Reid	Date	
Education Officer		Date	

1. Establishment Context

Our small rural school and ELC is situated in West Kintyre and serves the village of Tayinloan and the surrounding area. We have a strong commitment to Early Years and the importance of play and we have a focus on Outdoor Learning. We are committed to ensuring our children's wellbeing and giving them the best start in life. We work well in partnership with other agencies and the local community and are involved in CYPIC work.

Our ELC has traditionally attracted children from a wide area within the cluster and as a result our youngest children do not always make the transition into our p1 class. We have very strong links with other local schools which enhance these transitions.

During session 2017-18 the ELC successfully piloted 1140 hours provision and this will continue in the new session.

Our catchment area falls within SIMD 5 and while most of our families are in full employment these are not high earning jobs. In addition we have challenges of access to services and amenities as our families are not well served by public transport. We have a number of EAL children in school. Social housing provision in the village means that our rolls can fluctuate from year to year and our PEF allocation reflects the levels of deprivation in our community.

During session 2017/18 we operated 2 classes and our p1-3 class worked as an Early Level with the ELC for part of the week, particularly in Outdoor Learning. Staffing has been an issue due to recruitment, scarcity of supply and a period of Shared Headship. In session 2018-19 we will revert to a p1-7 multicomposite class with a teaching Head Teacher and two class teachers .

Major building works have taken place to improve the school property over the past several years and this session our classroom floor and the ELC flooring has been renewed and new doors and windows have been installed, making a positive impact on the learning and teaching environment. Our outdoor area continues to improve and this year a new storage shed was purchased with the aid of a Windfarm Trust grant.

We continue to strive to develop a culture of achievement and aspiration in our school community by supporting our children to see all the ways in which they can be the best they can be.

2. Our vision, values and aims

Our vision, values and aims were created in consultation with the whole school community in 2012. They have been reviewed regularly since with input from children and staff using the SCYPC 7 rules for participation and to acknowledge the GIRFEC principles.

Our aim, "To Be The Best We Can Be" is displayed on our classroom walls beneath the school rules. It is included on our emails to raise its profile in the wider community.

In session 2017-18 we engaged families, children and staff in awareness raising around OCTF and in 2018-19 we will further review the VVA in the light of our work in Rights Respecting Schools.

2. Our vision, values and aims

Our Vision

That every child in Rhunahaorine Primary and Pre 5 Unit is

- A successful learner
- A confident individual
- An effective contributor
- A responsible citizen

That every member of the school community will provide the very best learning experiences for all the children of Rhunahaorine.

Our Values

- Everyone feels valued in school
- Everyone feels happy in school
- Everyone feels safe in school
- Everyone feels included in school
- Everyone feels respected in school

Our Aim – **To be the best we can be**

Rhunahaorine will continue to be a welcoming, safe and happy school where children are challenged to be the very best they can be with the support of staff, parents and the wider community

3. Summary of our self-evaluation engagement process

Participants	Engagement Details
Staff (teaching and non-teaching)	<ul style="list-style-type: none"> • Collegiate discussion and planning meetings • Shared Headship self evaluation staff meetings • PRD process including professional update/ GTCS standards • HT engaged in collegiate discussion with peers at Cluster and Authority meetings • HT engaged in SCEL/ Columba 1400 self evaluation activities • Support visits from EO
Parent Council	<ul style="list-style-type: none"> • Daily informal discussion with ELC parents • Formal PC meetings- HT report • PEF and Improvement planning agenda item at Parent Council • Questionnaires at Parents' evening- anonymous and in home languages
Pupils	<ul style="list-style-type: none"> • Pupil council/ eco schools meetings held termly • Questionnaires completed by p4-7 pupils as part of PEF evaluation • Pupil involvement in planning interventions for equity • Floor book used at Early Level to allow children to lead their own learning • PLP process <p>Regular consultation and class discussion ensures pupil voice is strong in this small rural school</p>
Volunteers working in school	<ul style="list-style-type: none"> • Volunteer music specialist has close links with chaplaincy
Community Partners	<ul style="list-style-type: none"> • Close working with Health Visiting teams around ELC transition arrangements • Active schools planning acting on previous self evaluation has led to improved after school club provision • Senior citizens lunch club arrangements for shared events well established and demonstrate a

Participants	Engagement Details
	<p>strong involvement with the local community</p> <ul style="list-style-type: none"> • Close links with local Church of Scotland chaplain who supports Fairtrade and Sustainability agendas. • Links with Campbeltown Courier reporter who attends Eco Schools meetings • Links with local Councillor, Anne Horn
Local Cluster	<ul style="list-style-type: none"> • Cluster HT meetings held termly- cluster improvement planning is established • Local cluster engagement with HT forum member providing feedback • Assessment and moderation cluster arrangements continue to develop
Local Authority	<ul style="list-style-type: none"> • Support and challenge offered through meetings with EO • PTs in literacy and numeracy have supported our improvement agenda and staff have attended workshop/ CPD events • HT has engaged in QAMSO and SCEL EiH events with support from authority • GDPR training and workshops attended by HT and e learning completed by staff
Overall impact of stakeholder engagement	<p>Our wide range of stakeholder opinions have been a valuable resource and have made a difference to planned improvements for next session. Parents/carers continue to offer creative solutions to issues of rural isolation and lack of amenity as part of our PEF and improvement planning process, supporting our outdoor learning after school club which allows access for all. Drop in sessions have been a valuable addition to family engagement and we hope to increase these in the new session. A wide range of views is particularly important in the context of our very small school and has enabled us to look outwards while focusing on what we as a school know is right for our learners.</p>

4. Review of Progress for Session 2017-2018 – Leadership and Management

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 1.3 Leadership of Change – Themes:
<ul style="list-style-type: none"> <input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels 	<ul style="list-style-type: none"> <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> <input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people. 	<ul style="list-style-type: none"> <input type="checkbox"/> Developing a shared vision, values and aims relevant to the school and its community <input type="checkbox"/> Strategic planning for continuous improvement <input type="checkbox"/> Implementing improvement and change
Establishment Priority – Leadership of Change			
<p>Progress and Impact:</p> <ul style="list-style-type: none"> • OCTF was launched with all stakeholders at the start of session 2017/18. Staff, children and families have engaged and responded to the document. A series of Stay and Play sessions and informal drop ins- " Tea with the HT" were extremely well attended and led to a deeper level of curriculum discussions with families. • A shared in service day with Glenbarr allowed us to reflect and self evaluate our strategic progress using the NIF drivers. Staff are well aware of the context of the local community and used this knowledge to shape their planning of our priorities. Our self evaluation wheel is displayed prominently in the school office and will be revisited next session. • The HT has joined the SCEL Excellence in Headship programme and has focused on values based education and systems leadership including a HTLA residential at Columba 1400. This work will inform the VVA review planned for next session. • Model for Improvement work continues to roll out across the establishment lead by the HT and Classroom Assistant, which has enabled us to track PEF interventions effectively. • A final placement PGDE student in the p4-7 class contributed to staff awareness of the GTCS standard for full registration and gave the opportunity for collegiate discussion around the GTCS coaching frameworks. • Rhunahaorine is registered to begin the Rights Respecting Schools process • Staffing challenges including a welcome new teacher, the introduction of 1140 hours ELC pilot and a period of shared headship have slowed the progress of this work but in order to ensure staff wellbeing and manageable workload we have decided to revisit the VVA at the start of session 2018-19 			
<p>Next Steps</p> <p>Begin the Rights Respecting Schools programme and within that work</p> <ul style="list-style-type: none"> • Self- evaluate with children and families using HGIOS OURS (and in the light of the governance review) • Review Vision Values and Aims • Put our school community's wellbeing needs at the heart of all we do 			

4. Review of Progress for Session 2017-2018 – Learning Provision

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 2.3 Learning, Teaching and Assessment – Themes:
<ul style="list-style-type: none"> <input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels 	<ul style="list-style-type: none"> <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> <input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning and engagement <input type="checkbox"/> Quality of teaching <input type="checkbox"/> Effective use of assessment <input type="checkbox"/> Planning, tracking and monitoring
Establishment Priority – Learning, Teaching and Assessment			
<p>Progress and Impact:</p> <ul style="list-style-type: none"> • Assessment and moderation in Sciences with Gigha and Glenbarr is progressing slowly due to staffing changes. EDINA science materials grant has been secured and materials are planned to be purchased in tandem with Gigha SSERC mentor. • HT has acted as Authority QAMSO at Early Writing events. Planning formats have been informed by this work across the establishment. ELC staff have piloted the use of Benchmarks in their planning but have decided instead to strengthen their existing moderation against the Benchmarks. • A range of evidence has been collected by staff across the school to support moderation in writing. • Collegiate planning has been developed in IDLin p1-7 and the use of planned holistic assessments is making steady progress. • In ELC, tracking, monitoring and assessment systems are well embedded and are used effectively to improve outcomes for children. • HT has completed necessary SEEMIS training and has secured support from Authority personnel if issues arise in future • Progression pathways in Literacy and Numeracy have been revisited and linked to benchmarks. 			
<p>Next Steps</p> <ul style="list-style-type: none"> • HT to continue as QAMSO • Progression Pathways for PE and Social Studies to be developed • Local cluster moderation work in Science to continue with links to wider South Kintyre cluster moderation project 			

4. Review of Progress for Session 2017-2018 – Successes and Achievements

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 3.1 Ensuring Wellbeing, Equity and Inclusion – Themes:
<ul style="list-style-type: none"> <input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels 	<ul style="list-style-type: none"> <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> <input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people. 	<ul style="list-style-type: none"> <input type="checkbox"/> Wellbeing <input type="checkbox"/> Fulfilment of statutory duties <input type="checkbox"/> Inclusion and equality
Establishment Priority – Ensuring Wellbeing, Equity and Inclusion			
<p>Progress and Impact:</p> <ul style="list-style-type: none"> • Beach schools club ran weekly during Autumn term and attendance was generally 100% where children were in school. Children were keen to attend in all weathers although the school waterproofs were aging. New waterproofs have been purchased through a combined PEF/parent fundraising effort. • Cooking club ran during the winter months until Easter with a focus on pleasure and building capacity for scratch cooking- based on “ Amsterdam project”. Transport was arranged to support this with 100% attendance . Parents and carers attended on a drop in basis with two parents PVG'd as a result. Brown bags of ingredients were sent home with recipes. Excellent feedback from children including “ My mum cooks that spaghetti all the time now”. We are learning from each other- families and children teaching teachers • Myself as a learner questionnaire was completed as a baseline and identified extremely low self esteem in girls in August 17. 10% increase was identified in the same pupils in June 18 with the specific instruction to “ Think about after school”. A Wellbeing web questionnaire showed that children saw both clubs as a source of a high level of wellbeing. • 1140 hours pilot is well underway in ELC and issues regarding transport, lunches and staffing have been addressed effectively • Learning, development and Care visits from the Authority have given positive evidence pf improvement in the ELC • PEF was used in tandem with fundraising, to support families and address inequity in sending children on rural schools' residential trips 			
<p>Next Steps</p> <ul style="list-style-type: none"> • Update ELC/ School policies and procedures to reflect new Care Standards and changes to local and national guidance • Continue to develop Beach club and Cooking club offerings through PEF, involving families further • Review discipline policy and procedures to reflect trauma informed practice • Ensure our new families are aware of the wellbeing indicators • Use PEF to provide school fruit for all children in the establishment • Refresh our awareness of equality and diversity as part of Rights Respecting Schools 			

4. Review of Progress for Session 2017-2018 – Successes and Achievements

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 3.2 Raising attainment and achievement – Themes:
<ul style="list-style-type: none"> <input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels 	<ul style="list-style-type: none"> <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> <input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people. 	<ul style="list-style-type: none"> <input type="checkbox"/> Attainment in literacy and numeracy <input type="checkbox"/> Attainment over time <input type="checkbox"/> Overall quality of learners' achievement <input type="checkbox"/> Equity for all learners
Establishment Priority – Raising attainment and achievement			
<p>Progress and Impact:</p> <ul style="list-style-type: none"> • All staff have been trained in Read Write Inc methodology and the programme is fully implemented across the school. 20 staff from across the cluster and beyond attended two in service days sharing the learning. Our Classroom assistant has taken forward PEF interventions to support individuals and has used run charts with the learners to track improvement • A reading culture is gradually building within the school- over 90% of children now have a library card and used it at our summer term HWB activities which include a library visit • Children in ELC- p3 continue to take a bedtime book each school night • Gaps in children's attainment have been identified as specifically relating to particular developmental issues- to be confirmed using Emerging Literacy assessment • SNSAs reflect teacher judgement in literacy -particularly at p1. Consistent improvement in learners' literacy performance is also tracked by RWI assessments • Authority baselines, wraps and Suffolk have not been used this year which has impacted our longitudinal use of data • A rich play environment, outdoor learning and child led practice across the early level has been supported - staff show increased confidence in the teaching of reading and writing • Two large touchscreens, apple tv and two ipads were purchased using PEF to enable children in Rhunahaorine to access the curriculum equitably. All of the purchased equipment is used daily in school to support literacy, numeracy and health and wellbeing. • Gary Clark supported the school in taking forward the Digital Learners after school club- children had access to borrowed spheros and kodu during the cookery sessions. Garage band was used collaboratively and mirrored on the large screens. • Attendance procedures have been flagged up to parents and unauthorised or patterns of absences have been monitored by HT, although quantitative data is marginal 			

Next Steps:

- Continue to embed RWI in p1-3 and purchase RWI spelling for children who have completed the programme
- Emerging Literacy to be taken forward in Early Level (see appendix Highland Council SIP)
- Continue specific interventions for literacy funded by PEF with additional hours offered for intensive 1-1 support
- Use PEF to purchase Cuisenaire and Numicon materials to support Concrete/ Abstract/ Pictorial interventions in Numeracy

4. Review of Progress for Session 2017-2018

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 2.5 Family Learning
<input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels	<input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people.	<input type="checkbox"/> .Engaging Families in Learning <input type="checkbox"/> .Early Intervention and prevention <input type="checkbox"/> .Quality of Family Learning Programmes .

Establishment Priority –Family Learning and Community Partnerships

Progress and Impact:

- HT and ELC continue involvement with CYPIC and the IHI methodology is used effectively to plan improvement- see appendix
- PGDE student completed a practitioner enquiry which was shared with staff at her degree showcase event and provoked collegiate discussion around data collection
- Bedtime reading is part of our curriculum in ELC- p3 with children experiencing a bedtime story most week nights
- PATHs is well embedded as a part of our ELC teacher input and families respond well to homelink activities. Strategies are in use by adults in the playground to help children self regulate
- Visits from Generation Science, theatre groups and aspects of our Rural Schools Residential were funded by PEF to give equity of access to our pupils.
- At present we are working closely with Madeleine Conn, the Cultural Coordinator, on an exciting project involving children in the work of William McTaggart. We have funded a trip to the National Galleries and spent time working with their Education department accompanied by parents and grandparents.
- Children have been encouraged to see the local, national and international possibilities of art, looking outwards to the national collection, inwards to their locality in the important works of McTaggart and forwards to their own futures, raising expectations and developing the young workforce. We have built in our experiences in Beach Schools and are using the landscapes in our own area to create artworks which will culminate in an exhibition for parents and the community.
- This was developed further by our PGDE student, who used traditional local traveller's tales as a basis for work on analysing and evaluating texts using Bloom's questioning. She used her own expertise in Graphic Design to enable children to transfer critical thinking skills from literacy into their work in Art. We hope to complete this PEF project in the Autumn by visiting Dundee to experience the new V and A and to tour the large collection of McTaggart paintings held there.

Next Steps:

- PEF to fund cover to allow staff across the establishment to develop skills and capacity to plan interventions for equity and engage with evidence through, for example, improvement methodology training and practitioner enquiry.
- Increase parent attendance and skills development at after school cookery club
- Renew commitment to weekly drop in / stay and play sessions
- Further improve access to cultural and social amenities for families in Tayinloan- liaise with partners in local library, local and national colleges and universities

5. Our overall evaluation of our establishment's capacity for continuous improvement:			
HGIOS?4	Quality Indicator	School self-evaluation	Inspection evaluation
1.3	Leadership of change	Very Good	
2.3	Learning, teaching and assessment	Very Good	
3.1	Ensuring wellbeing, equity and inclusion	Very Good	
3.2	Raising attainment and achievement	Very Good	
1.1	Self-evaluation	Very Good	

6.	Priorities for improvement in the current year	2018-2019
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Number	Priority	Main driver of priority:			Alignment to:				
		Self-Evaluation School Review VSE	Education Scotland Report	OCTF Our Children, Their Future	A&B Business Outcomes	NIF	HGIOS?4 QI	Wellbeing Wheel	Partnership Working
1	Leadership and Management	s/e		SOA 1	BO19 BO32 BO31	RA/AG	1.4 1.3	Achieving Safe	Parents,cluster, other agencies
2	Learning Provision	s/e		SOA 1 2	BO19	RA/AG	2.3 3.2	Achieving	Parents,cluster, other agencies, authority support,
3	Successes and Achievements	s/e		SOA 5 6	BO19 BO30 BO18	HWB	3.2 3.1	Achieving Included Healthy Active	Parents,cluster, other agencies
4	Family Learning	s/e		SOA 2 5 6	BO19 BO30 BO18	HWB/AG	2.5 2.7	Included Respected Responsible Nurtured	Parents,cluster, other agencies

7. Action Plan – Priority Number 1 – Leadership and Management

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 1.3 Leadership of change – Themes:
<input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels	<input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people.	<input type="checkbox"/> Developing a shared vision, values and aims relevant to the school and its community <input type="checkbox"/> Strategic planning for continuous improvement <input type="checkbox"/> Implementing improvement and change

	What are we going to do now? Specific actions related to priority	Measures of Success
1	Begin the Rights Respecting Schools programme	Bronze Award Achieved
2	Self- evaluate with children and families using HGIOS OURS	All of our children and families will be involved in self evaluation
3	Review Vision Values and Aims	Everyone in the school community will be able to talk about the Vision Values & Aims
4	Put our school community's wellbeing needs at the heart of all we do	We will demonstrate our ethos and values in our environment and actions
5	HT to continue on SCEL EIH	

Action Plan – Priority Number 1 – Leadership and Management					
Specific Action	Lead Responsibility	Timescale for completion	Monitoring and evaluation checkpoints	Those involved including partners	Resources including Pupil Equity Funding
1	HT	August 2018	QUIT visits	HT / RRS	£100 initial fee
2	HT	June 2019 and ongoing	QUIT visits	All staff, children and families	Time
3	HT	June 2019 and ongoing	QUIT visits	All staff, children and families	
4	HT	June 2019 and ongoing	QUIT visits	All staff, children and families	
5	HT	June 2019 and ongoing	QUIT visits		

Evidence of Impact on learners (success measures) - How do we know that outcomes for learners have improved?	
1	
2	
3	
4	
5	

7. Action Plan – Priority Number 2 – Learning Provision

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 2.3 Learning, teaching and assessment – Themes:
<ul style="list-style-type: none"> <input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels 	<ul style="list-style-type: none"> <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> <input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning and engagement <input type="checkbox"/> Quality of teaching <input type="checkbox"/> Effective use of assessment <input type="checkbox"/> Planning, tracking and monitoring

	What are we going to do now? Specific actions related to priority	Measures of Success
1	HT to continue as QAMSO	Further understanding of national assessment and moderation developments shared in school and across the cluster
2	Progression Pathways for PE and Social Studies to be developed	Progression frameworks completed
3	Local cluster moderation work in Science to continue with links to wider South Kintyre cluster moderation project	Moderation across local establishments will be increased
4		

Action Plan – Priority Number 2 – Learning Provision					
Specific Action	Lead Responsibility	Timescale for completion	Monitoring and evaluation checkpoints	Those involved including partners	Resources including Pupil Equity Funding
1	HT	June 2019 and ongoing	QUIT visits	All staff	Cover
2	HT/ Class Teachers	June 2019 and ongoing	QUIT visits	All staff	
3	Cluster HT meet	June 2019 and ongoing	QUIT visits	All staff, children and families	
4			QUIT visits		
5			QUIT visits		

Evidence of Impact on learners (success measures) - How do we know that outcomes for learners have improved?	
1	
2	
3	
4	
5	

7. Action Plan – Priority Number 3 – Successes and Achievements: Ensuring wellbeing, equity and inclusion

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 3.1 Ensuring wellbeing, equity and inclusion – Themes:
<input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels	<input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children’s progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people’s health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people.	<input type="checkbox"/> Wellbeing <input type="checkbox"/> Fulfilment of statutory duties <input type="checkbox"/> Inclusion and equality

	What are we going to do now? Specific actions related to priority	Measures of Success
1	Update ELC/ School policies and procedures to reflect new Care Standards and changes to local and national guidance	Most relevant procedures and policies will be updated
2	Continue to develop Beach club and Cooking club offerings through PEF, involving families further	90%attendance at Beach club and Cookery club with at least one parent per family attending once
3	Review discipline policy and procedures to reflect trauma informed practice	Policies will be updated
4	Ensure our new families are aware of the wellbeing indicators	ELC parents will demonstrate understanding of the wellbeing indicators
5	Use PEF to provide school fruit for all children in the establishment	School fruit uptake measured daily on charts- most children have a piece of fruit daily

Action Plan – Priority Number 3 – Successes and Achievements: Ensuring wellbeing, equity and inclusion					
Specific Action	Lead Responsibility	Timescale for completion	Monitoring and evaluation checkpoints	Those involved including partners	Resources including Pupil Equity Funding
1	HT	June 2019 and ongoing	QUIT visits	ELC staff, children and families, Early Years	
2	HT	June 2019 and ongoing	QUIT visits	HT, ELC staff children and families	PEF, time
3	HT	June 2019 and ongoing	QUIT visits	All staff, children and families	In service time
4	HT	June 2019 and ongoing	QUIT visits	All staff, children and families	
5	HT	June 2019 and ongoing	QUIT visits	All staff, children and families, Breckenridge	PEF

Evidence of Impact on learners (success measures) - How do we know that outcomes for learners have improved?	
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7. Action Plan – Priority Number 3 – Successes and Achievements: Raising attainment and achievement

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 3.2 Raising attainment and achievement – Themes:
<ul style="list-style-type: none"> <input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels 	<ul style="list-style-type: none"> <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> <input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people. 	<ul style="list-style-type: none"> <input type="checkbox"/> Attainment in literacy and numeracy <input type="checkbox"/> Attainment over time <input type="checkbox"/> Overall quality of learners' achievement <input type="checkbox"/> Equity for all learners

	What are we going to do now? Specific actions related to priority	Measures of Success
1	Continue to embed RWI in p1-3 and purchase RWI spelling for children who have completed the programme	Attainment in reading will show an upward trend
2	Emerging Literacy to be taken forward in Early Level (see appendix Highland Council SIP)	Developmental gaps in p1/2 will be addressed leading to improvements in literacy attainment
3	Continue specific interventions for literacy funded by PEF with additional hours offered for intensive 1-1 support	Attainment gaps in reading will be addressed and will decrease specifically in phonics
4	Use PEF to purchase Cuisenaire and Numicon materials to support Concrete/ Abstract/ Pictorial interventions in Numeracy	Children's understanding of mathematical concepts and mental fluency will increase as measured by SNSA and GL assessments

Action Plan – Priority Number 3 – Successes and Achievements: Raising attainment and achievement					
Specific Action	Lead Responsibility	Timescale for completion	Monitoring and evaluation checkpoints	Those involved including partners	Resources including Pupil Equity Funding
1	HT	June 2019 and ongoing	QUIT visits	Staff, children	Budget
2	HT	June 2019 and ongoing	QUIT visits, workshops	HT, ELC staff, Northern Alliance, Sheila MacSporran	Cover time
3	HT	June 2019 and ongoing	QUIT visits	Staff, children, CA	PEF
4	HT	June 2019 and ongoing	QUIT visits	Staff, children and families, Maria MacArthur	PEF

Evidence of Impact on learners (success measures) - How do we know that outcomes for learners have improved?	
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7. Action Plan – Priority Number 4– Establishment Priority – Family Learning

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 2.5 Family Learning
<input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels	<input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people.	<input type="checkbox"/> .Engaging Families in Learning <input type="checkbox"/> .Early Intervention and prevention <input type="checkbox"/> .Quality of Family Learning Programmes

	What are we going to do now? Specific actions related to priority	Measures of Success
1	PEF to fund cover to allow staff across the establishment to develop skills and capacity to plan interventions for equity and engage with evidence through, for example, improvement methodology training and practitioner enquiry.	At least one practitioner enquiry will take place in school this session
2	Increase parent attendance and skills development at after school cookery club	All parents will attend the club at least once
3	Renew commitment to weekly drop in / stay and play sessions	HT will offer at least two sessions a month
4	Further improve access to cultural and social amenities for families in Tayinloan- liaise with partners in local library, local and national colleges and universities	Library membership will be used all year Children and families will be aware of wider opportunities

Action Plan – Priority Number 4– Establishment Priority – Family Learning					
Specific Action	Lead Responsibility	Timescale for completion	Monitoring and evaluation checkpoints	Those involved including partners	Resources including Pupil Equity Funding
1	HT	June 2019 and ongoing	QUIT visits	Staff,	Cover, PEF
2	HT	June 2019 and ongoing	QUIT visits	HT, children and families	PEF, time
3	HT	June 2019 and ongoing	QUIT visits	HT staff, children and families	Time
4	HT	June 2019 and ongoing	QUIT visits	HT staff, live Argyll, UHI, Strathclyde University, Newlands College	PEF, Time

Evidence of Impact on learners (success measures) - How do we know that outcomes for learners have improved?	
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8. Action Plan Summary for Stakeholders eg Parent Council, Pupils, Community Partners

Number	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1	Leadership and Management	Achieve the Bronze Award in the Rights Respecting Schools programme	Whole school community	June 2019
		Children and Families will use How Good Is OUR School to discover our strengths and weaknesses.	Whole school community	December 2018
		Everyone in our school community will use our knowledge of rights and wellbeing to decide our Vision, Values and Aims	Whole school community	June 2019
2	Learning Provision	Rhunahaorine will continue to be involved in Assessment and Moderation developments at a local and national level	Whole school community, HT	June 2019
		Rhunahaorine will work to develop Progression Pathways for PE and Social Studies	Whole school community	June 2019
		Rhunahaorine will work with other local schools using Assessment and Moderation in Science to ensure children are making good progress	Whole school community, Cluster	June 2019 and ongoing
3	Successes and Achievements	We will make sure all our ELC policies and procedures are up to date with new documents and legislation	Whole school community, Early Years	June 2019 and ongoing
		We will review our behaviour policy to make sure all children are treated fairly and their rights are respected	Whole school community	June 2019
		We will make sure all our staff, children and families understand the wellbeing indicators and their importance	Whole school community	June 2019
		We will join in the Emerging Literacy Programme in Early Level	Whole school community, Northern Alliance	June 2019 and ongoing
		We will continue to use Read Write Inc in p1-3 and introduce Read Write Inc spelling for children who have completed the programme	Whole school community, RWI	June 2019 and ongoing
		We will continue to use our PEF to support children in literacy, numeracy and Health and Wellbeing	Whole school community, A and B, Education Scotland	June 2019
4	Family Learning	Our parents and families will be welcome to a drop in session at least twice a month	Whole school community	June 2019
		Our cookery club will continue and we welcome all parents to join us to teach and learn	Whole school community	June 2019
		Our children and families will benefit from continued access to local and national cultural facilities and further and higher education establishments	Whole school community, Partners	June 2019