

# 'Our Children, Their Future'



## Education Service

### Primary Area Attainment Report: Helensburgh and Lomond (HALCO) March 2024

## **Introduction**

Within the Helensburgh and Lomond area there are 12 Primary Schools, with nursery provision provided within several of these schools. There is secondary school provision in Hermitage Academy for the Helensburgh and Lomond area. Our primary school rolls for the area vary considerably ranging from 11 pupils at Luss Primary School to 374 at Hermitage Primary School.

This report provides a range of key information about school provision from June 2023 to January 2024 and reports the National collection of attainment and achievement data from June 2023.

Additional and more detailed information about each school can be found in the schools' Standards and Quality Reports. In addition, each school's Improvement Plan outlines their main priorities for improvement. Most schools have an active website where these documents can be accessed and further links or information can be obtained from the Head Teacher.

## Helensburgh and Lomond School Profile 2022-2023

Cluster Primary Schools	19/20	20/21	21/22	22/23	23/24	% change in Roll over 5 years <sup>1</sup>
Arrochar Primary School	65	60	54	49	39	-40%
Cardross Primary School	163	162	174	173	166	2%
Colgrain Primary School	314	302	273	257	256	-18%
Garelochhead Primary School	123	112	121	107	106	-14%
Hermitage Primary School	385	374	370	371	374	-3%
John Logie Baird Primary School	135	116	108	103	92	-32%
Kilcreggan Primary School	82	81	86	85	81	-1%
Luss Primary School	9	10	12	11	11	22%
Parklands School (P1-P7)	10	12	19	23	30	200%
Rhu Primary School	212	200	190	171	169	-20%
Rosneath Primary School	87	81	80	80	83	-5%
St Joseph's Primary School	163	161	147	136	141	-13%
<b>Total Roll for cluster</b>	<b>1748</b>	<b>1671</b>	<b>1634</b>	<b>1566</b>	<b>1548</b>	<b>-4%</b>

\* Data for rolls provided at Census each year

<sup>1</sup> Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2019/20 to 2023/24 and is not an average.

## SIMD Profile

SIMD is the Scottish Government's standard approach to identify areas of multiple deprivation in Scotland, with SIMD 1 indicating areas of highest deprivation and SIMD 10 indicating the least deprived. It can help improve understanding about the outcomes and circumstances of people living in the most deprived areas in Scotland. It can also allow effective targeting of policies and funding where the aim is to wholly or partly tackle or take account of area concentrations of multiple deprivation.

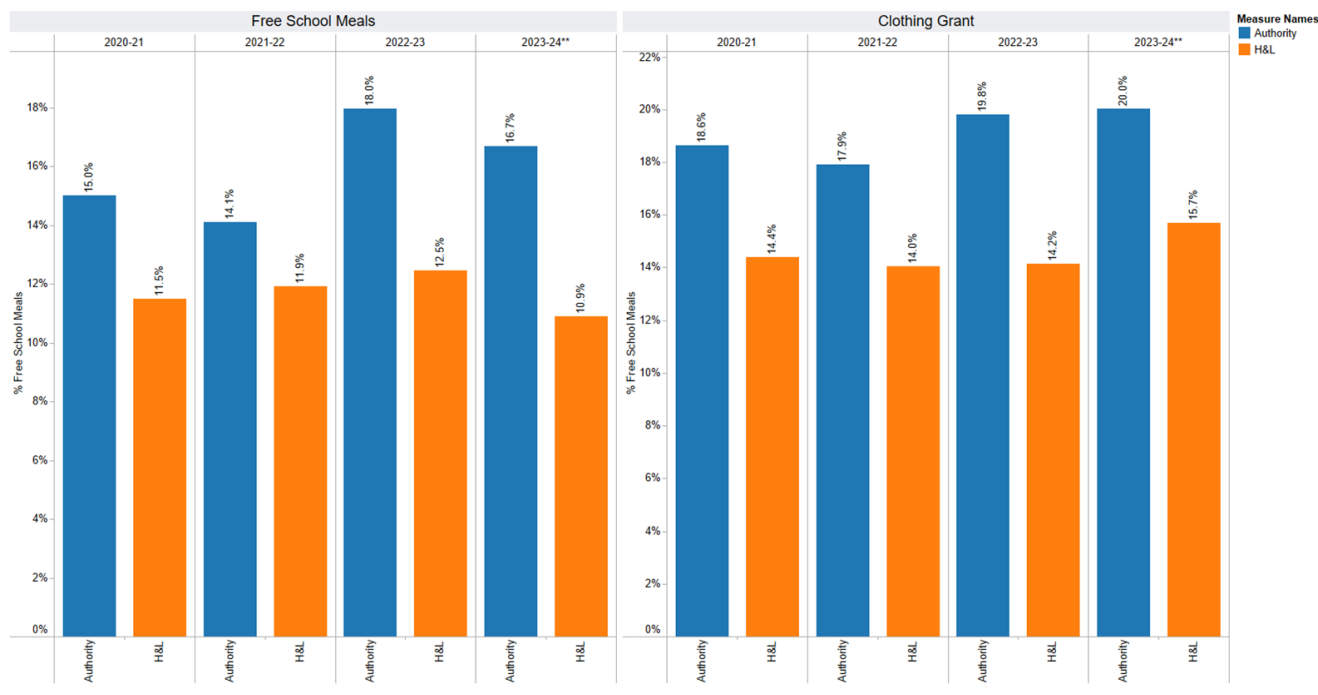
Table shows percentages of pupils residing in each decile of the SIMD in each area of Argyll and Bute.

Area	1	2	3	4	5	6	7	8	9	10	Unknown
B&C	16.6%	12.9%	18.7%	8.9%	21.4%	16.0%	2.3%	0.0%	1.5%	0.0%	1.7%
HALCO	2.6%	6.3%	6.0%	3.2%	7.5%	13.6%	16.7%	21.9%	11.0%	8.7%	2.3%
MAKI	0.0%	6.8%	8.3%	10.4%	9.2%	42.3%	22.6%	0.0%	0.0%	0.0%	0.4%
OLI	1.3%	0.0%	0.2%	10.5%	25.9%	17.8%	27.0%	7.9%	0.0%	0.0%	9.4%

\* SIMD data from September 2023

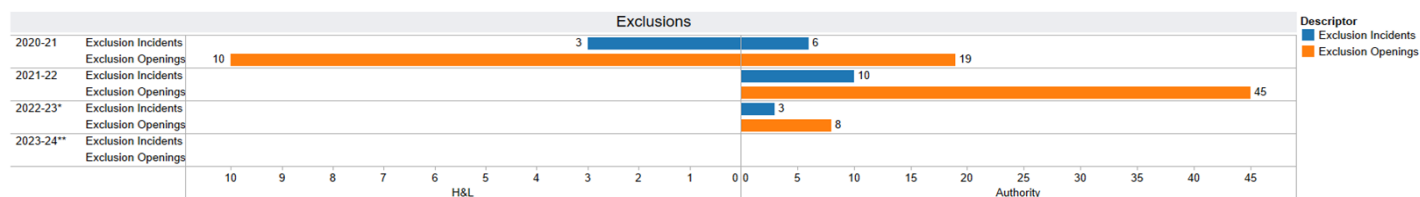
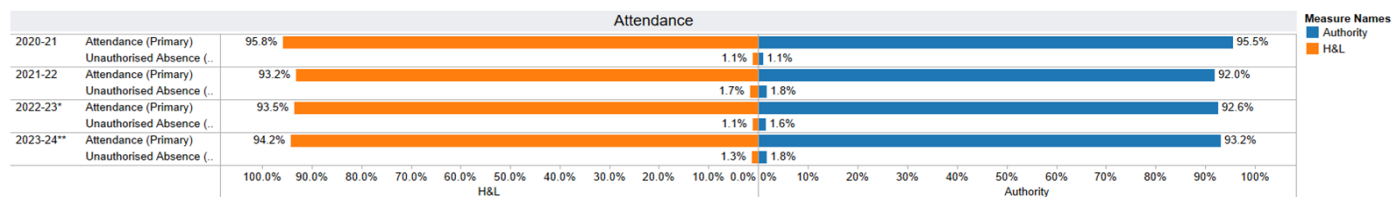
## Footwear and Clothing Grant and Free School Meal Information for AREA

### FSM & CG



- Clothing and Footwear Grant (CFG) is not shown as a National Average as each authority set their own criteria and therefore cannot be compared accurately. Please note that 2023-2024 data for CFG and Free School Meals (FSM) is to date (end December 2023) and therefore may change as the year progresses.
- In January 2022, the Scottish Government launched the extension of free school meal universal eligibility to include all children in primary 1-5. The above figures only show those pupils in P6 and P7.
- In August 2021 the Scottish Government introduced a School clothing grant minimum for all authorities set at £120 for Primary pupils and £150 for Secondary pupils.
- During session 2020/21 the Scottish Government introduced 'Bridging' payments of £130 per pupil in receipt of FSM under the National criteria (this excludes anyone eligible who receive FSM in P1 to P6 who do not qualify financially). These payments are made 4 times per year (Easter, Summer, October and Christmas). Further information can be found at [Scottish Child Payment Bridging Payments - mygov.scot](https://www.mygov.scot/scottish-child-payment-bridging-payments). In addition to this anyone eligible for these payments have been paid a FSM payment during the school holiday period. Further information [School meals - mygov.scot](https://www.mygov.scot/school-meals)

## Exclusion and Attendance Information for AREA



\*2022-23 data taken from previous AC report up to Feb 2023 - Session 2022-23 under embargo by SG

\*\*2023-24 Data up to end December 2023

- Authorised absence includes bereavement, short – term exceptional domestic situations, religious observance, weddings of immediate family. Unauthorised absence includes truancy, unexplained absence and most family holidays during term time. Attendance and absence is outlined in recently updated [Management Circular 3.03](#)
- During 2020/21 there were additional attendance codes added for COVID. These codes can count as attendance, authorised absence or unauthorised absence depending on the circumstance.
- There have been no exclusions in primary schools in the area from August –December 2023 nor during the previous 2 school sessions.
- Please note that attendance & exclusion data for 2022/23 is up to 28 February and not a complete year Due to SG Embargo.
- Please note that attendance & exclusion data for 2023/24 is up to end December and not a complete year. It is therefore subject to change.
- Pupil attendance has been highlighted nationally as a concern. Significant work at authority level has been undertaken to maximise pupil attendance. This includes the formation of a strategic group and working party, refreshed policy and guidance, staff training, a media campaign highlighting the impact of non-attendance and individual school attendance targets. All of these aspects are working together to ensure a sharpened focus and emphasis on pupil attendance.

## **Additional Support Needs**

Table below indicates the numbers of pupils identified as having Additional Support needs across the Helensburgh and Lomond area at each stage of primary schools.

Student Needs	P1	P2	P3	P4	P5	P6	P7	Total
Autistic spectrum disorder	22	22	28	18	12	20	34	156
Bereavement			1		2	4	2	9
Communication Support Needs	6	14	9	6	2	5	11	53
Dyslexia				9	10	13	37	69
English as an additional language	1	7	4	10	3	2	6	33
Family Issues	9	4	5	1	28	12	18	77
Hearing impairment	4	8		1	3	4	15	35
Interrupted learning						3		3
Language or speech disorder	16	17	12	21	11	5	26	108
Learning disability	8	6	9	5	10	2	10	50
Looked after	7	8	5		11	4	11	46
Mental health problem			4	3			7	14
More able pupil				1				1
Other	8	37	46	41	65	52	39	288
Other moderate learning difficulty	6		10	8	9	10	23	66
Other specific learning difficulty (eg numeric)		4	5	7		19	7	42
Physical health problem	3	5	7	1	17	17	11	61
Physical or motor impairment	7	3	5	6	9	5	21	56
Social, emotional and behavioural difficulty	16	9	23	23	44	37	43	195
Substance Misuse							4	4
Visual impairment	1	10	1	2	1	1	2	18
Young Carer	5	12	11	19	36	48	63	194

## **Care Experienced Children and Young People**

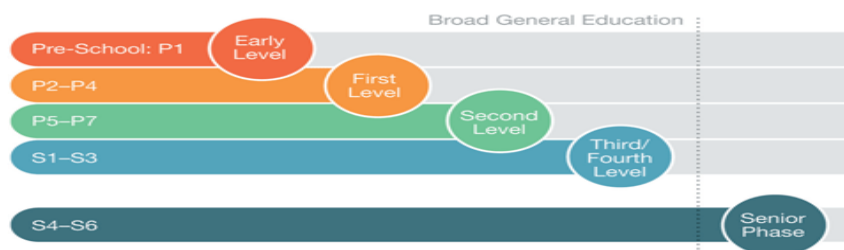
A Virtual Head Teacher took up post in April 2023. The core purpose of the role of the Virtual Head Teacher is to be relentless in driving improvements in the educational progress and attainment/achievement of an identified group of young people, including Care Experienced, across Argyll and Bute. The core function of the Virtual Head Teacher in terms of planning is to ensure that all children have access to appropriate and timely support achieved by collaborating with relevant professionals to ensure plans are of a high quality, with impact and outcomes followed up.

The table below shows the numbers of care experienced children in our primary schools across each area of the Council.

Area	Previously looked after	Looked after at home	Looked after away from home	Total
B&C	20	12	25	57
H&L	12	4	9	25
MAKI	18	7	4	29
OLI	13	4	9	26

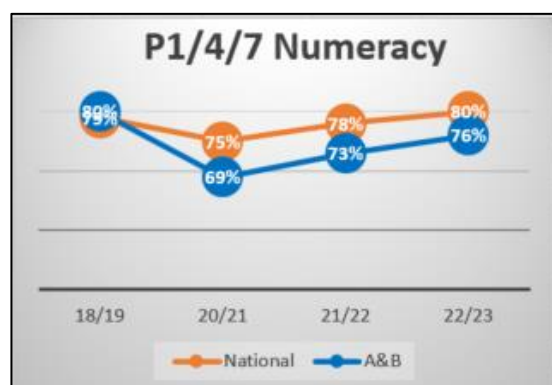
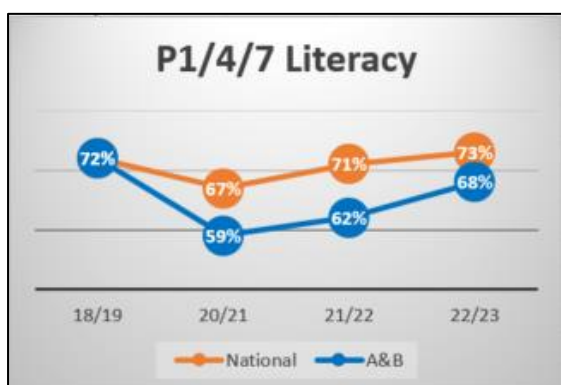
## Attainment of Curriculum for Excellence Levels over time

Curriculum levels are national levels to describe different stages of learning and progress. For most children the expectation is:



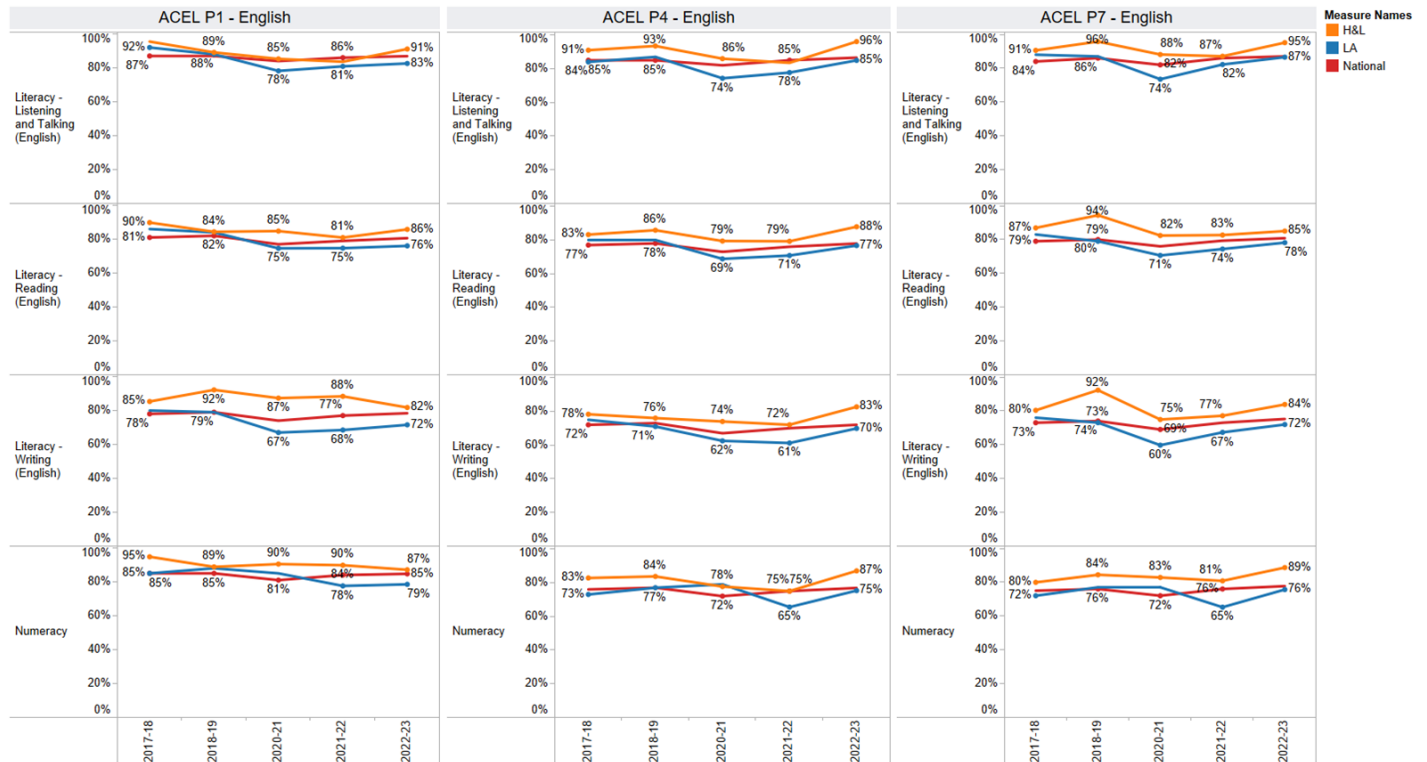
Throughout the Broad General Education, children and young people are assessed and professional judgements are made by teachers about when a child or young person has achieved learning at a particular level. This means that they have broadly covered the experiences and achieved the expected outcomes for that level. In making this decision, the teacher takes into account the evidence mentioned above, and considers *the benchmarks* produced by Education Scotland for each level as well as diagnostic feedback from the National Standardised Assessments (NSAs). Attainment of Curriculum for Excellence Levels (ACEL) data is collected annually each June by the Scottish Government. The data collection collects information on pupil performance in four areas, known as organisers. Organisers consist of Numeracy and the three literacy components; Reading, Writing and Listening and Talking. A combined literacy measure is also produced based on the three literacy organisers: reading, writing and listening and talking. The data is collected for pupils at the key stages of P1, P4, P7 and S3.

As an authority, we have made significant progress in raising attainment and closing the poverty related attainment gap. Authority level data for literacy and numeracy demonstrating increased attainment is displayed below. Further detail on progress towards closing the attainment gap between those residing in Quintile 1 and those in Quintile 5 can be found on pages 9 and 10.





# Achievement of Curriculum for Excellence Levels across HALCO schools: June 2018-June 2023



## NOTES:

ER English reading, EW English writing, ELT English Listening and talking N Numeracy

There was no ACEL collection during session 2019/20 due to COVID

Collectively, the HALCO area is consistently performing above the Local Authority and National averages.

By June 2022:

- ◆ In reading, 86% of P1 pupils in the HALCO area achieved early level, this is compared with 76% at authority level and 81% nationally
- ◆ In writing, 82% of P1 pupils in the HALCO area achieved early level, this is compared with 72% at authority level and 78% nationally
- ◆ In talking and listening, 91% of P1 pupils in the HALCO area achieved early level, this is compared with 83% at authority level and 87% nationally.
- ◆ In numeracy, 87% of P1 pupils in the HALCO area achieved early level, this is compared with 78% at authority level and 85% nationally.
- ◆ In reading, 88% of P4 pupils in the HALCO area achieved first level, this is compared with 77% at authority level and 78% nationally
- ◆ In writing, 83% of P4 pupils in the HALCO area achieved first level, this is compared with 70% at authority level and 72% nationally
- ◆ In talking and listening, 96% of P4 pupils in the HALCO area achieved first level, this is compared with 85% at authority level and 87% nationally.
- ◆ In numeracy, 87% of P4 pupils in the HALCO area achieved first level, this is compared with 75% at authority level and 77% nationally.
- ◆ In reading, 85% of P7 pupils in the HALCO area achieved second level, this is compared with 77% at authority level and 80% nationally
- ◆ In writing, 84% of P7 pupils in the HALCO area achieved second level, this is compared with 72% at authority level and 75% nationally



- ◆ In talking and listening, 95% of P7 pupils in the HALCO area achieved second level, this is compared with 87% at authority level and 87% nationally.
- ◆ In numeracy, 89% of P7 pupils in the HALCO area achieved second level, this is compared with 76% at authority level and 78% nationally.

## **Argyll and Bute Stretch Aims Session 2023-24 and onwards to 2026 (Authority Level)**

The Scottish Attainment Challenge (SAC) is about achieving equity in educational outcomes, with a particular focus on closing the poverty-related attainment gap. SAC funding is provided to all of Scotland's local authorities to help tackle the attainment gap and support education recovery and improve outcomes for children and young people most impacted by poverty. The Scottish Attainment Challenge aims to raise the attainment of children and young people living in deprived areas, in order to close the equity gap. Attainment Advisors within Education Scotland's regional improvement teams work with authorities to identify core attainment measures and specific aims (Stretch Aims) which, informed by local evidence and data, are identified as local priority areas for improvement. The stretch aims are intended to be both ambitious and achievable within local contexts and targets are specific to individual authorities. Progress towards achieving the current stretch aims will be reported on later in 2024.

The Stretch Aims are intended to support recovery from the pandemic and accelerate progress in closing the attainment gap and include:

- Achievement of Curriculum for Excellence Levels (**literacy P1/4/7 combined and numeracy P1/4/7 combined**)

The stretch aims for literacy and numeracy identify the percentage of young people who achieve their expected Curriculum for Excellence (CfE) level:

- An overall attainment target, which includes all young people
- An attainment target for young people who live in the most deprived areas (SIMD quintile 1)
- An attainment target for young people who live in the least deprived areas (SIMD quintile 5)
- A target to reduce the attainment gap between the most and least deprived young people

The Argyll & Bute literacy and numeracy tables illustrate data from the most recent ACEL collection in 2023 (published December 2023), against the stretch aims for 2022-23 and also indicate the stretch aim targets in place for 2024-2026.

The year-on-year trend in ACEL data has been positive; in the two-year period between 2022 and 2023 the overall proportions of primary school pupils achieving the expected levels in literacy had increased by 6 percentage points, while in numeracy there had been an increase of 3 percentage points.

The percentage of Quintile 1 (most deprived) young people who achieved their expected CfE level has increased by 15pp in literacy and 8pp in numeracy between 2022 and 2023.

### **Scottish Attainment Challenge - Stretch Aims 2023-26: Literacy**

In literacy, the attainment gap between young people from the most and least deprived areas of Argyll & Bute was 33 percentage points in 2021, by 2022 this narrowed to 27 percentage points and narrowed further to 13 percentage points by June 2023, therefore achieving our stretch aim by 8.5 percentage points. This is 7 percentage points below the national gap of 20pp. Argyll & Bute's target is to reduce the attainment gap further to 11 percentage points by June 2024 and to 10 percentage points by June 2026.

Literacy (P 1/4/7 Combined) Stretch Aim				
	Overall	SIMD Q1	SIMD Q5	GAP (Q1-Q5)
Stretch aim 22/23	68.4%	60%	81.5%	21.5pp
Confirmed Dec 23	68%	68%	81%	13pp
Interim Stretch Aim 2023/24	71%	70%	81%	11pp
Interim Stretch Aim 2024/25	73.5%	72.5%	83%	10.5pp
Final Stretch Aim 2025-26	76%	75%	85%	10pp

### Scottish Attainment Challenge - Stretch Aims 2023-24: Numeracy

In numeracy, the attainment gap between young people from the most and least deprived areas of Argyll & Bute was 29 percentage points in 2021, by 2022 this narrowed to 18 percentage points and narrowed further to 14 percentage points by June 2023. This was 3 percentage points below the national gap of 17pp. Argyll & Bute's target is to reduce the attainment gap to 13.5 percentage points by 2024 and to 13 percentage points by June 2026.

Numeracy (P 1/4/7 Combined) Stretch Aim				
	Overall	SIMD Q1	SIMD Q5	GAP (Q1-Q5)
Stretch aim 22/23	69%	58%	87%	29pp
Confirmed Dec 2023	76.19%	76%	90%	14pp
Interim Stretch Aim 2023/24	78%	76.5%	90.5%	13.50pp
Interim Stretch Aim 2024/25	81%	77.75%	91%	13.25pp
Final Stretch Aim 2025-26	83%	78.5%	91.5%	13pp

The table below outlines the National expectations of when most children and young people may achieve each level:

CfE Level	Stage
Early	The final two years of early learning and childcare before a child goes to school and P1, or later for some.
First	To the end of P4, but earlier or later for some.

Second	To the end of P7, but earlier or later for some.
Third and fourth	S1-S3, but earlier or later for some.

**Further information:**

**National Improvement Framework for Scottish Education –**

<https://www.gov.scot/policies/schools/national-improvement-framework/>

**Initiatives to raise attainment and achievement**

In response to data and evidence gathered in the areas of literacy, numeracy and health and wellbeing, a range of work has been undertaken in order to drive forward improvement and raise attainment and achievement across the authority.

**Literacy**

**Quality Improvement Approach to writing**

7 new schools have taken part in the training and implementation of this approach, impacting on 11 classes. 3 practitioners from 2 schools previously involved have also been trained, implementing the approach in a further 3 classes. 100% of participants believe or strongly believe that the approach will have a positive impact on their pupils. Data on impact to be gathered following the conclusion of the training in February.

9 of the 10 schools involved in the initial stages of the programme are currently implementing some degree of school spread with the approach to reach other stages, led by internal leads and supported in some cases by the Education Support Officer (ESO). Evaluation of process and support with reflection of impact is currently underway.

**Talk for Writing**

Since August, 2 schools have been implementing the Talk for Writing approach across the whole school, the approach aims to improve children’s ability to articulate their ideas for writing and support them to ensure that they can then transfer these ideas onto paper. An additional school is implementing this at early level with a clear plan for whole school implementation in August 2024. Clear aims have been set for each class, the achievement of which will be measured following the next tracking and monitoring period.

**Progression Frameworks**

Working groups have been set up for early, 1st and 2nd level to create our own Argyll and Bute progression frameworks to support all staff with planning and monitoring progress. Listening and Talking has been completed, with Reading and Writing still ongoing. These will ensure a consistency of approach across schools and the authority and enable schools to further refine approaches to tracking progress of learners through and across levels.

**School Support**

The Education Support Officer (ESO) continues to support schools on an individual basis. This includes: discussion of current curricular approaches, delivery of training sessions for staff, teaching of model lessons and discussion of data. The aim of this support is to improved experiences for learners, increase staff confidence and knowledge and ultimately lead to raised attainment.

**Numeracy**

From August 2023- January 2024 the following work has been undertaken in order to raise attainment in mathematics and numeracy. These include but are not limited to:

- Creation of a mathematics improvement plan, setting measurable goals and benchmarks to track progress over time.

- Work is underway to produce a mathematics framework to support mathematics and numeracy teaching in Argyll and Bute schools.
- Collaboration with colleagues to design and implement a customised professional learning programme focussed on the latest pedagogical approaches, research and best practices in mathematics education.
- Collaboration with members of the central team to analyse assessment data and develop strategies for improving attainment and achievement in mathematics and numeracy, focussing on 2 schools as an initial test of change.
- Observations in targeted schools with focussed dialogue with practitioners and senior leaders on strengths and next steps. Follow up support is then identified within a given timescale and is coordinated by the numeracy lead.

## **Wellbeing , Rights and Relationships**

- The Glasgow Motivation and Wellbeing Profiling Tool has been introduced to schools as a way of measuring pupil wellbeing. Many schools have begun to use this, helping them to establish a sound understanding of the environment created for learning.
- A focus on play pedagogy and outdoor learning alongside developments in the health and wellbeing curriculum have also continued to be an important focus within school improvement plans to help support wellbeing.
- Through the UNICEF accredited Rights Respecting School journey, 36 schools have achieved Bronze, 12 Silver, 6 Gold awards. We will continue to provide support to schools to engage in this award. In taking a rights based approach to education, schools have been developing or embedding pupil voice structures within their setting.
- Food for Thought grants have been secured by two of our primary schools. This is allowing schools to develop enterprising and sustainable approaches to food with learners. Both schools have developed projects that involve a skills based approach to learning and connect our pupils to their local community
- Equality and diversity was a key feature of the Head Teacher conference in November. Head Teachers had the opportunity to engage in professional learning with Women's Aid as part of Argyll & Bute's work to reduce violence against women and girls. Education staff in a variety of roles have also taken up the offer to participate in the Safe and Together training.
- Time for Inclusive Education (TIE) have also delivered a session to Head Teachers to develop a stronger understanding of what inclusive education is and raise awareness of the national professional learning that all teaching staff have access to relating to LGBTQ+ issues.
- A large number of our schools are continuing on their journey to becoming a 'Nurturing School' supported by our Educational Psychology service through the 'Our Children, their Nurturing Education' programme. 22 schools have now achieved bronze accreditation, 6 have achieved silver and 1 school has achieved gold.

## School Contacts

SCHOOL	HEAD	ADDRESS	WEBSITE
Arrochar Primary School	Lynn Wells	Arrochar Primary, Tarbet, Arrochar, G83 7DG 01301 702261	<a href="http://www.arrochar.argyll-bute.sch.uk">http://www.arrochar.argyll-bute.sch.uk</a>
Cardross Primary School	Kelly Girling	Cardross Primary, Kirkton Road, Cardross, G82 5PN 01389 841433	<a href="http://www.cardross.argyll-bute.sch.uk">http://www.cardross.argyll-bute.sch.uk</a>
Colgrain Primary School	Pauline Walsh	Colgrain Primary, Redgauntlet Road, Helensburgh, G84 7TZ 01436 673557	<a href="http://www.colgrain.argyll-bute.sch.uk">http://www.colgrain.argyll-bute.sch.uk</a>
Garelochhead Primary School	Maria McArthur	Garelochhead Primary Garelochhead, G84 0DG 01436 810322	<a href="http://www.garelochhead.argyll-bute.sch.uk">http://www.garelochhead.argyll-bute.sch.uk</a>
Hermitage Primary School	Marianne Docherty (Acting)	Hermitage Primary, Argyle Street East, Helensburgh, G84 7EW 01436 672949	<a href="http://www.hermitage.argyll-bute.sch.uk">http://www.hermitage.argyll-bute.sch.uk</a>
John Logie Baird Primary School	Carolyn Randall	John Logie Baird Primary Winston Road, Helensburgh, G84 01436 674001	<a href="http://www.johnlogiebaird.argyll-bute.sch.uk">http://www.johnlogiebaird.argyll-bute.sch.uk</a>
Kilcreggan Primary School	Allison Smith	Kilcreggan Primary, School Road, Kilcreggan, G84 0HT 01436 842109	<a href="http://www.kilcreggan.argyll-bute.sch.uk">http://www.kilcreggan.argyll-bute.sch.uk</a>
Luss Primary School	Gemma Houston (Acting)	Luss Primary, Luss, By Alexandria, G83 8NY 01436 860244	<a href="http://www.luss.argyll-bute.sch.uk">http://www.luss.argyll-bute.sch.uk</a>
Parklands School	Gwen Gilmour	Parklands, 27 Charlotte Street, Helensburgh, G84 7EZ 01436 673714	<a href="http://www.parklands.argyll-bute.sch.uk">http://www.parklands.argyll-bute.sch.uk</a>
Rhu Primary School	Linda MacBeath	Rhu Primary School Road, Rhu, G84 8RS 01436 820316	<a href="http://www.rhu.argyll-bute.sch.uk">http://www.rhu.argyll-bute.sch.uk</a>

Rosneath Primary School	Adele Flynn	Rosneath Primary, Rosneath, G84 0RJ 01436 831354	<a href="http://www.rosneath.argyll-bute.gov.uk">http://www.rosneath.argyll-bute.gov.uk</a>
St Joseph's Primary School	Pauline Walsh	St Joseph's Primary, Old Luss Road, Helensburgh, G84 7LR 01436 671748	<a href="http://www.st-josephs.argyll-bute.sch.uk">http://www.st-josephs.argyll-bute.sch.uk</a>