

STANDARDS AND QUALITY REPORT

2021/22

CENTRAL SCHOOL *INVERNESS*



CENTRAL SCHOOL INVERNESS
HIGHLAND COUNCIL
KENNETH STREET, INVERNESS IV3 5DW

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we are progressing towards achieving these positive outcomes and changes.

Our School

In the past year we have worked on improvement projects designed to help us to address the priorities listed that have affected our school community throughout the pandemic.

Our School Improvement Plan for session 2021/22 contains details of what we planned to do. This included the way that we used resources such as the Pupil Equity Fund to close the deprivation-linked attainment gap.

Our plans have gone well and been adapted with changes to the staff team as required. Our focus as a school was recovery of learning with a specific focus on raising attainment in literacy.

Our PEF allocation supported our learners through school-based nurture, expressive arts in partnership with Eden Court and latterly with some teacher input. This initially went well however staff changes reduced impact for about 10 weeks. Evaluations from staff highlighted need to re-organise staffing arrangements to recover positive impact for learners.

Moving towards next year we plan to continue with the most successful interventions of teacher support and our partnership with Eden Court.

Following our return to school in August 2021 we are pleased to note that our attendance levels were minimally affected by Covid 19. We are committed to our ongoing proactive and positive approaches to attendance management and minimal exclusion rates and thank our school community for their support with this.

This year Central School celebrated its 200th Anniversary as the oldest primary school in the Highland Capital, Inverness. The school was opened on the 13th of August 1821, with the original building located nearby on Queen Street.

Situated on the west side of the River Ness, we are privileged to serve a diverse community of many nationalities and cultures. This brings a great vibrancy to our school where we learn together and from each other. Our pupils speak 17 languages including English.

Learning and teaching is at the very heart of what we do each and every day. We follow the Scottish Curriculum for Excellence and provide learning experiences that help all pupils to develop in the four capacities of Successful Learner; Confident Individual; Effective Contributor and Responsible Citizen.

Working in partnership with parents and the wider school community is really important to our whole team as we strive to meet the needs of all our pupils who come from a range of social and cultural backgrounds. We have a supportive and active Parent Council. We are part of the Inverness High School Associated School Group.

Our school roll is 165 and we have seven classes. We have 0.6 FTE Additional Support Teacher. Our Pupil Support Assistant allocation is 7.5 FTE. We have an Early Learning and Childcare Centre with 45 pupils. The centre is open from 8am until 4.30pm providing flexible childcare.

We also host Doorways Nurture. The Doorways team offer sessions for children who benefit from an enhanced nurture space. We have one full-time teacher and one Pupil Support Assistant. Currently we have 11 children attending Doorways Nurture.

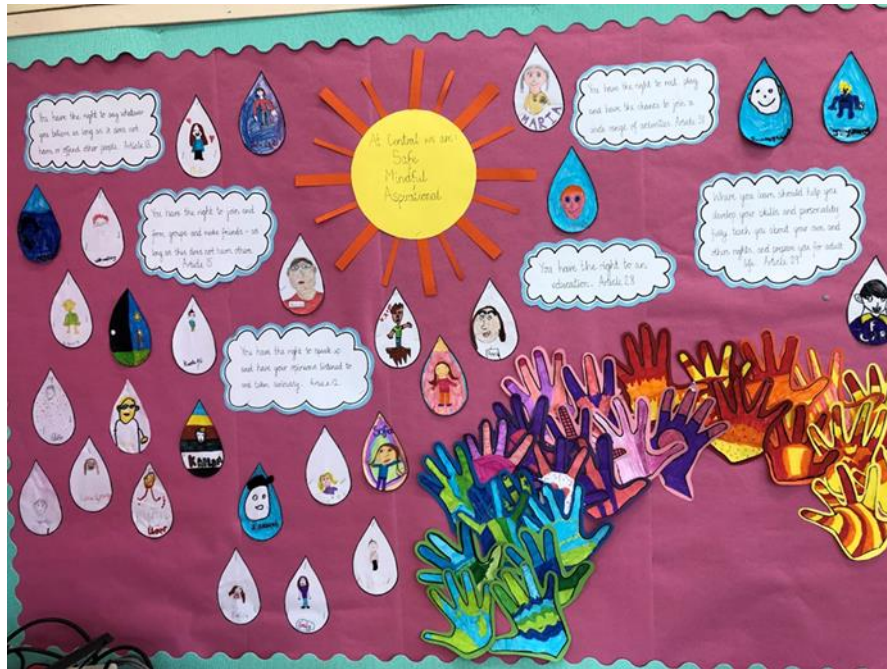
Our School Vision, Values and Aims

**Our Vision is for all to love coming to School,
Aspire to be Leaders of their own Learning and
Leave Feeling Accomplished.**

(In short Skipping in and Skipping Out)

Our Values and Aims were updated and simplified during session 2020/21 to:

Safe, Mindful, Aspirational



To be reviewed in May 2024

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

From our questionnaires

- most children feel good about being at Central school
- most children can get on with work on their own
- any bullying is dealt with
- most children like to choose a challenge
- children know who they can talk to if they need
- children enjoy buddies

Other comments and notes:

- P7 updated the curriculum rationale
- Working with Eden court has been brilliant
- I liked watching Learn with Lorna about Central School
- It was great finding out about the school's history
- Everyone is playing nicely in the playground
- Drumming was brilliant
- Music is very good and fun and relaxing
- Music cheers us up when we are in a bad mood
- P7 loved going to Craggan
- all classes got to go on a trip which was fun and families came along too!

SAFE, MINDFUL, ASPIRATIONAL

Pupil Voice: what changes would you like to see made?

Changes our children would wish:

- to have more individual targets for their next steps
- to use outside classroom more
- to get help to listen better
- to get help to manage anger better
- to challenge themselves more often
- to work harder
- to be more patient
- to manage distractions well
- to create the curriculum rationale each year with P7

Our Improvement Journey Headlines Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

Improvement Project 1:

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose: Implementation of recovery curriculum as part of Authority priority

Progress and impact:

- Maths recovery teacher to target needs
- Successful recovery visit with HMI staff in May 2022
- Improved communication with families
- Home school partnership learning profiles raised
- Assessment calendar for regular evaluation and analyses
- Effective support team and timetable for child's plans
- Termly support consultations
- Identified assessments undertaken
- Resilience Kids undertaken and enhanced transition planned
- Effective management and mitigation for COVID in place resulting in minimal disruptions
- Play pedagogy established
- Compliance with risk assessment
- Increased use of digital learning offer children isolating provided through Google Classroom
- Consoling service available for identified pupils
- Effective use of collegiate time to address school improvement priorities in ELC and school
- Use of PEF to support nurture spaces, this has increased learner engagement for all children attending
- The children attending nurture spaces have given feedback that they enjoy time to talk about their feelings.
- Partnership with Eden Court Engagement Team to promote health and wellbeing through our Central two Centuries project. This was PEF funded and had a significant impact on children's confidence in expressive arts.
- Our children and parents were able to participate in our 200th Anniversary project that included partnership with Eden Court Engagement Team and Highlife Highland Archive Centre.
- Enhancement of ELC environment to increase opportunities for independence and choice
- Classroom and furniture reorganised to provide appropriate breakout spaces and learning areas
- ELC was part of the pilot of Being Me plans to ensure children's needs are met
- Pupils had a say in learning outdoors and planned visits
- P7 offered of Outdoor Learning days visit (to reduce chance of cancellation)
- Ongoing partnership with the High School for smooth transition, identification of allotment and literacy project for nursery children
- Metaskills trackers created and implemented

Next steps:

- We will continue to embed recent interventions that have proved successful and have contributed to raising attainment.
- We have identified that learning, teaching and assessment is a key area for us to work on as a school and to continue to increase our moderation practices both in school and across our ASG.
- We have identified a wish to improve our delivery and progression of skills in Expressive Arts
- We will continue to develop Health and Well-Being.

Improvement Project 2:

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: *Raising Attainment in Literacy*

Progress and impact:

- Nearly all of the children improved their reading age by a minimum of three months. PEF intervention in small teaching groups supported this progress.
- Nearly all of the children improved spelling age by a minimum of three months. PEF interventions in small teaching groups supported this progress.
- Benchmarks and SNSA results are used to assess literacy gaps
- Nearly all P1 children achieved Early Level in Reading and Writing.
- All P1 children achieved Early Level in Listening & Talking
- Assessment calendar used consistently across the school
- Words Up Early and Primary training delivered to all staff and has been implemented
- Talk for Writing training delivered to all staff which is being implemented
- Phonological Awareness addressed at ELC, focus on rhyme awareness, detection and production
- Floor books used consistently at ELC to plan and capture children's interests, and for Talk for Writing
- Teaching staff have an increased understanding of reading strategies which are implemented
- Words up training delivered and is being implemented across the school
- Targeted interventions such as Toe by Toe, Speedy Readers in place
- Fine Motor Skills Group in place and resulted in positive impact on pupils' confidence whilst working in class
- Big Bear Banter and Teddy Talk are implemented to broaden vocabulary for EAL pupils
- Additional member of teaching staff has worked with small groups to target needs
- Transition to P1 – Term 3 Focus on Phonological Awareness
- Termly planning and attainment meetings with HT/DHT
- Training is shared and modelled to enhance practice
- Google classrooms have been used consistently this year
- Parents have access to children's learning on google classroom
- Class blogs provide platform to share learning
- Classes have email address to allow ease of communication between home and school
- Assessment information template has been created
- Pupils have engaged in self-assessment and peer assessment regularly
- Developmental overviews have been adjusted for enhanced observation and analysis of progress and identification of any potential areas of need.
- Opportunities for pupil voice are beginning to be increased
- ELC has completed the ELC Improvement Programme
- All pupils had numerous opportunities to have a say in their learning related to our 200th Anniversary project Central Two Centuries

Next steps:

- We will continue to embed recent interventions that have proved successful and have contributed to raising attainment.

- We have identified that learning, teaching and assessment is a key area for us to work on as a school and to continue to increase our moderation practices both in school and across our ASG.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
Leadership of Change	1.3 Good
Learning, teaching and assessment	2.3 Satisfactory
Ensuring wellbeing, equality and inclusion	3.1 Good
Raising attainment and achievement	3.2 Good

Our children and young people believe we have made the following progress this session:

Our relationships	Theme 1 Good
Our learning and teaching	Theme 2 Good
Our school and community	Theme 3 Good
Our health and wellbeing	Theme 4 Good
Our successes and achievements	Theme 5 Satisfactory

Our overall evaluation of our school's capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our [website](#) or by contacting the school office.