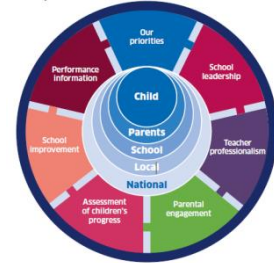


Standards and Quality Report



School(s): Knockbreck and Inver Primaries

Head Teacher: Jane Mackay

Date submitted: 1.6.22

Context of the school:

Knockbreck

It currently sits at 176 pupils. The building itself has four main classrooms and there are a further four classrooms in huts outside. We currently have a Cluster head who is also responsible for Inver Primary School, 1 Acting Depute/ASN across the cluster, 1 PT across the cluster, 6 class teachers, 7 Pupil Support Assistants and an EYP employed through PEF.

The communal space continues to be extremely tight, especially the canteen, cloakrooms and toilets. This environment does, at times, have an impact on things like active learning. It has been even tighter this session as cloakrooms have been out of action and pupils have kept their belongings within their classroom areas. This has only recently changed in term 4 to allow pupils access to the cloakrooms. The school promotes a very caring and nurturing environment. Our ethos and school motto promotes equality and inclusion. The overall behaviour at Knockbreck Primary continues to be very positive. The school is supported by an active Parent Council.

Inver

Inver Primary School is a small country school about 6 miles from Tain and its cluster school is Knockbreck Primary. It currently has a school role of 36 pupils made up of a P1-4 and a P5-7 class. It is managed by a cluster head who also manages Knockbreck Primary. The P1-4 class teacher is also the PT for the cluster.

The school is supported by an active parent council and has excellent support and links with the local community. The behaviour at Inver Primary School is excellent and there is a very positive, nurturing ethos.

School Vision, Values and Aims:

Knockbreck Primary

Motto - RESPECT

(Resilience, Enthusiasm, Self-Motivation, Perseverance, Equality, Commitment, Togetherness)

Together, as well as recognised achievement for all – these things make Knockbreck GREAT.

Vision

At Knockbreck Primary School we will create a welcoming ethos where everyone feels happy and included. Every child will have opportunities to learn and find success by being supported and challenged appropriately, to allow them to do so in a safe and nurturing environment.

Values

To be respectful

To be honest

To have enthusiasm for learning

To enjoy a challenge

To make the most of all the opportunities available

To be **'Happy to be yourself'**

Aims

Ensure our pupils have the ability to be effective learners and take ownership of their learning

Ensure children have the confidence to take risks, in their education

Develop a sense of personal responsibility and encourage high standard of behaviour

Help children learn to celebrate their achievements, recognise individual success and to develop resilience

Celebrate and nurture the children's diversity, provide equality of opportunities and ensure they are aware of their rights and responsibilities.

Inver

Motto

Champions

(Committed, Helpful, Adventurous, Mannerly, Positive, Independent, Organised, Nurturing, Successful)

Together these things make Inver great – freedom to be who you want to be!

Vision

At Inver Primary School we will create a welcoming ethos where everyone feels happy, included and part of Inver Primary's family. Every child will have opportunities to learn and find success by being supported and challenged appropriately, to allow them to do so in a safe and nurturing environment.

Values

To be respectful

To be honest

To have an enthusiasm for learning

To enjoy learning

To have the confidence to accept a challenge

To make the most of all opportunities

To be **'Happy to be yourself'**

Aims

Ensure in our pupils the ability to be effective learners and take ownership of their learning

To work as a team and have the confidence to contribute

Ensure children have the confidence to take risks in their education

Develop a sense of personal responsibility and encourage high standards of behaviour

Help children learn to celebrate their achievements, recognise individual success and develop resilience

Celebrate and nurture the children's diversity, provide equality of opportunities and ensure they are aware of their rights and responsibilities

Summary of Standards and Quality Report/School Improvement Plan engagement process:

The process of engaging with the whole school community when we are developing our Standards and Quality Report and School Improvement Plan involves seeking the views of a wide range of people. Usually, we would discuss these documents with, for example:

- Teachers and other school staff
- Parents
- Pupils
- Partners that work with and support the school
- Other schools with which we link.

Session 21/22 like session 20/21, has been extremely unusual, with periods of remote learning affecting our provision. This has affected the way we would be normally engage with our school community about our Standards and Quality Report and School Improvement Plan, and we have had to put most of that activity on hold for this session, as we did last session. As a result, we will be developing our documents with less consultation than is usually the case. We hope to be able to return to fuller consultation in session 22/23.

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

Our capacity for continuous improvement, like that of every school in the country, has been affected by other disruption caused by the Covid-19 situation. This has restricted our ability to complete planned improvements and to evaluate the effectiveness of changes we have made.

Review of School Improvement Work against the National Improvement Framework Priorities

What we have done to close the attainment gap, to raise attainment, to improve health and wellbeing and to improve employability skills:

In the past year we have mainly worked on improvement projects designed to help us to sustain learning in the context of the pandemic. Our School Improvement Plan for session 2021/22 contains details of what we planned to do. We used various resources such as the Pupil Equity Fund to support attainment, health and wellbeing and to try to ensure the highest quality of learning and teaching, although at times that had to happen remotely. Continued periods of remote learning during session 21/22 in response to Covid-19 mean that these projects are still very much our highest priorities, and our work to evaluate their effectiveness in terms of outcomes for our school community will continue.

To close the attainment gap we have focussed on a Recovery Curriculum. literacy, numeracy and Health and well-being.

QI 1.3

Leadership of change

Themes

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school?

- All staff are involved in QI and SIP discussions and feel part of school improvement planning
- Leadership at all levels is promoted and encouraged. Staff and pupils are committed towards taking things forward
- Literacy development across the cluster is having a positive impact on pupil attainment – Wrap Around Spelling, Epic 8 training, Tain ASG writing progressions/assessments being used consistently
- Technology is being used confidently, by staff and pupils, to enhance learning.
- Every child has an individual tracking overview, monitoring their progress throughout their time in primary school. We are beginning to also track individual interventions and the impact they are having on attainment across the schools.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- All staff have input into the self-evaluation process, are aware of the strengths and pressures of the cluster and the individual needs of each child.
- Digital Schools Award was achieved at Knockbreck Primary and applied for at Inver Primary. Staff have volunteered to lead staff development sessions, such as Digital Learning, Epic 8, wrap around spelling and supported each other through the process
- The majority of pupils across the cluster have improved their spelling age, some by more than a year.
- Although the individual trackers are in operation and are used as the basis of termly class reviews, it has been difficult to measure impact of interventions this session due to lack of staffing, to support interventions, due to pressures of Covid and staff shortages.

Question 3

What could we do now? What actions would move us forward?

- Set up working groups to involve parents and pupils further in the self-evaluation process and making judgements against the QI's
- Continue to build on the technology skills already in place to enhance learning and share good practice between colleagues and the local community, Inver to work towards Digital Schools Award
- Continue to use class trackers and individual trackers consistently as part of our attainment discussions, using data gathered from formative and summative assessments as well as interventions to inform next steps.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). Knockbreck Primary School

good

QI 2.3

Learning, teaching and assessment

Themes

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school?

-
- Learning is differentiated for all pupils and adaptations made to the curriculum for groups or individuals when necessary
- Social and emotional needs of all pupils, are taken into account on a daily basis. Pupils are supported to have everything they need for school and we continue to consult outside agencies where relevant.
- A wide range of assessment approaches are used to allow learners to demonstrate their knowledge, skills and capacities in different contexts
- We have clear attainment information for all learners. We have a robust tracking system in place to track individual as well as class progress

Question 2

How do we know? What evidence do we have of positive impact on our learners?

-
- Pupils have access to resources and adaptations to allow them to access a full curriculum e.g soft starts, safe spaces, visual timetables, nurture space (Knockbreck),
- Results of pupil/parent surveys show pupils feel cared for and safe at Inver and Knockbreck. They are supported, when required, with clothing, food and for some emotional check ins.
- A wide range of formative and summative assessments are used, across both schools, and these are used alongside teacher judgements during attainment discussions. SNSA's, writing assessments, PM benchmarking, HC basic facts, TJ end of level, classroom observations, pupil's work
- Trackers for each class are now on google sheets so they can be worked on collaboratively by staff. These are used ongoing throughout each term and not just at set times. Individual trackers for each child are also in place showing each child's individual progress as well as targeted interventions.

Question 3

What could we do now? What actions would move us forward?

- Look in more depth at attainment across both schools, such as mental maths strategies taught and discussed daily. Use HC basic facts assessments with each child to measure progress. Use data from targeted interventions regularly and add this to class and individual trackers to measure impact.
- Embed Epic 8 training into our classroom practice focusing on comprehension skills in all reading lessons. Begin to look at Talk for Writing training across the cluster

- Using 'teaching sprints videos' and training, choose one area as a staff to work on and measure impact, such as working memory. Repeat the process throughout the year focusing as a cluster on one aspect at a time and giving teaching staff time to review progress.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). Knockbreck Primary

good

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). Inver Primary

good

QI 3.1

Ensuring wellbeing, equality and inclusion

Themes

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school?

- Decider skills have continued to be used across both schools to continue to develop pupils' resilience and self-regulation. We have continued to share these with parents and careers so the skills can be transferred to home.
- Resilient Kids Programme has been used successfully with P7 pupils from across the cluster
- Inclusion and Equality are built into both school mottos and values. HT certificates reflect these values so pupils see the values being celebrated through real life contexts.
- Very good relationships and a positive ethos are evident across both schools between staff:staff, pupils:staff, staff:parents.
- Strategies/Interventions are in place to allow all children to achieve and make progress regardless of their economic or social background

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Pupils talk about Decider skills when discussing any issues that arise. Through playground observations it is evident that Decider skills continue to have a positive impact on relationships, resilience and self-regulation. Parent comments during Child Plan reviews.
- Feedback from pupils after the programme, completed evaluation for the course and staff observations of increase in pupil confidence
- Pupils in both schools are able to confidently verbalise the meaning of the each value in the motto and relate these to pupil achievements at Assembly.
- Feedback from HWB questionnaires, pupil, staff and parents. Comments from visiting staff and visitors.
- Pupils feel safe and cared for – comments in pupil questionnaires. Pupils know where to get resources they need for day to day school such as snacks, shoes, clothing, water etc

Question 3

What could we do now? What actions would move us forward?

- Revisit the schools HWB progression to make sure it is being used consistently across the cluster
- Develop 'mental health' education further across the cluster, working with the charity Mikey's Line to empower young people to recognize their emotions and see it as a strength to communicate how they are feeling. Parent and staff workshops, workshops for young people and set up Mikey's line youth champions
- Re-look at visible planning to incorporate pupil voice in a meaningful way
- Continue to have interventions and resources available and accessible to all, to allow all children to be able to learn and make progress. Look at setting up breakfast club again at Knockbreck.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). Knockbreck Primary

good

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). Inver Primary

good

QI 3.2

Raising attainment and achievement

Themes

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school?

- Wrap around spelling continues to be used across the cluster with pupils from P3-7 and confidence in spelling has continued to increase
- Most learners are making good progress from their prior learning levels of attainment
- We have a detailed tracking system in place alongside interventions to make sure all learners progress through the curriculum including at times of transition
-

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Wrap around spelling, is taught, consistently every week. Tracking of spelling age shows improvement for almost all learners
- Class trackers and individual trackers showing SPP codes, Levels and SNSA's show progress through levels for all pupils. Teacher comments during termly attainment discussions
- Individual trackers show interventions in place and the timing of them.

Question 3

What could we do now? What actions would move us forward?

- Continue to use and track Wrap around spelling across the cluster
- Look in more depth at attainment across both schools, such as mental maths strategies taught and discussed daily. Use HC basic facts assessments with each child to measure progress. Use data from targeted interventions regularly and add this to class and individual trackers to measure impact.
- Complete Epic 8 comprehension training and embed into learning and teaching. Begin to look at Talk for Writing across the cluster
- Add further details to the individual trackers to show impact of interventions and next steps.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). Knockbreck Primary

good

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). Inver Primary

good

KEY THEME

from QI 2.2

Curriculum

Theme 3

- Learning pathways

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school?

- There has been a clear focus on developing skills in numeracy, literacy and health and well-being. Skills in ICT have continued to improve for all stakeholders and pupils and staff have become adept at using technology to enhance learning and teaching
- All teaching staff are consistently using the ASG progressions for literacy. Knockbreck and Inver's own maths progression alongside Highland Numeracy progression is used consistently by all teaching staff
- All staff have continued to engage with the Sexual Health Progression and this has been shared with parents and carers.
- All staff provide well-planned opportunities for pupils to learn about the wider world of work.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Termly planners, Key assessment tasks, observations, discussions with staff. Observations of pupils using technology. Technology shared staff sessions. Use of Gsuite with home through homework activities and themed weeks.
- Discussions at in-service days and staff meetings, termly plans, attainment discussions, trackers
- Feedback from parents, sexual health progression letter shared with all parents and actual progression emailed out where required
- Discussions around Knockbreck and Inver DYW/Skills progression, careers week, planned activities, classroom lessons

Question 3

What could we do now? What actions would move us forward?

- Replace Careers week with Knockbreck and Inver DYW/Skills progression linked to Meta skills. Embed skills into all classroom learning
- Continue to use progressions already in place. As an ASG look at updating Listening and talking policy and work further on a shared progression across the ASG for numeracy, making transitions and sharing standards, easier.
- Update Knockbreck and Inver's Health and Well-being progression, linking in with Highland Council's new Well Being website.

KEY THEME

from QI 2.7

Partnerships

Theme 3

- Impact on learners (focus on parental engagement)

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school?

This year has continued to be challenging, with partners only been allowed in the school building in term 4. (The first three terms were online only with no visits allowed either)

Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Here are some key features of our work that describe what we do well in "Partnerships – parental engagement".

- Discussions with local businesses to plan a DYW/Skills progression which will develop skills within Knockbreck and Inver as well as supporting local charities
- Participation with Albyn Housing (Knockbreck) to design a new play park.
- Participation with Community Council to keep the beach clean and take part in beach cleanup with the community (Inver)
- Raising awareness and funds for local charities, such as Highland Hospice. Also ASG support and fundraising for Ukraine appeal
- Links with local supermarkets and uniform providers to support pupil events as well as pupils affected by poverty.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Twenty-five local businesses/professionals have already agreed to be part of the project and signed up as community partners
- Pupils very excited to take part and gives them a sense of ownership when the park is installed
- Pupils/staff comments, also empowered pupils to look again at school grounds and the litter there, linking in with school Eco group
- All pupils, across the cluster, taking part in design a 'coo' and donating £1. ASG dress down day, all money raised went to Ukraine Appeal
- Water, snacks etc donated to cross country event at Inver. Indoor shoes, breakfast snacks, water, water bottles – donated, to make sure every child has what they need for school. Local uniform provider providing free uniform and putting badges onto second hand uniform

Question 3

What could we do now? What actions would move us forward?

- Continue to run the shop at Knockbreck, giving P7 a leadership role
- Work with community partners to embed new DYW/Skills progression into classroom learning, across the cluster
- Continue to work with local businesses and community groups to not only support the local area/charities but also to enable all pupils to be 'school ready'.