

Standards and Quality Report

2021/22



Inverlochy Primary School

HIGHLAND COUNCIL | EARL OF INVERNESS ROAD, FORT WILLIAM, PH33 6LS

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

Inverloch Primary School and ELC is one of six schools located in Fort William. Inverloch Primary School is the oldest school of the Associated Schools Group and takes in the catchment of Inverloch, Claggan, Glen Nevis, An Aird and Torlundy.

There are significant differences between the catchment areas for the school; part of the catchment demonstrates high levels of multiple disadvantage for high benefits uptake, poor health, poor educational attainment and poor geographical access while another part of the catchment demonstrates low levels of disadvantage for low levels of benefits uptake, improving health and educational attainment.

Currently 5% of P1 – P7 pupils attending Inverloch Primary are in receipt of Free School Meals. Child's Plans are in place for 18% of pupils who have identified additional support needs. 18% of pupils have English as an additional language.

Inverloch Primary and ELC has a very inclusive ethos. Within the school there is a walking bus and breakfast club. Partnership working with our Additional Support Needs Teacher, Children's Service Workers, Educational Psychologist, partners in Health, Lochaber Hope, Women's Aid and other community groups happens regularly in order to support pupils and families. Families have access to an Out of School Club which is open throughout the year as well as access to flexible nursery provision across 50 weeks of the year. Free music tuition is available for all P5, P6 and P7 pupils through our Class Band Project which is run in partnership with Highlife Highland.

As of August 2022, the school roll is currently 129 pupils in P1 – P7 with another 31 pupils enrolled for the 22.23 session in nursery and they will attend on a flexible basis. From August 2022, children will be organised into six composite classes. Class sizes are favourable – averaging 22 per stage. Intake into Primary 1 in Session 2022/23 is 16 pupils, 5 of which are placing requests. Our nursery roll continues to grow; therefore, we are projecting an increase in roll over the next two years. Our nursery offers 1140 hours of childcare across 50 weeks of the year.

In January of session 2021/22, Mrs Kirsty Clark was seconded from the role of headteacher to Collaborative Lead Officer and was replaced by Mrs Tanya Ross as Acting Head Teacher. Our Pupil Equity Funding was £26711 in 2021/22.

The school was last inspected in September 2013 and last received a Quality Improvement Visit in November 2017.

Our School Vision, Values and Aims

School Vision: Be The Best Version of You!

School Values: HAPPINESS – COMPASSION – ADVENTURE – CURIOSITY – PERSEVERANCE

School Aims:

We believe positive wellbeing is the foundation for future success. Our vision is embodied in our school aims, which are closely linked to the Five Ways of Wellbeing:

HAPPINESS – connect

We feel connected to our school, we talk and listen and are there for others. We build on our connections to enrich our lives.

AIM: To seek progress through positive partnerships, working closely with parents, our local community, outside agencies and the children themselves to facilitate improvements in attainment and achievement.

COMPASSION – give

We give our time, our words and our presence in order to make a positive difference.

AIM: To promote equity and social inclusion in a compassionate community in which adults and children listen to and support each other and feel able to challenge discrimination and prejudice.

ADVENTURE - be active

We do what we can and strive to enjoy every step and new journey.

AIM: To put children at the heart of everything we do, promoting a love of learning through a motivating, relevant and purposeful curriculum.

CURIOSITY - take notice

We remember and look for the simple things which bring us joy.

AIM: To create a self-reflective culture, reflecting on experiences and celebrating success to promote the best possible conditions for learning and teaching.

PERSEVERANCE – keep learning

We embrace new experiences, see opportunities and aim to surprise ourselves, even when things pose as challenging.

AIM: To encourage children to take responsibility for their own learning, successes and achievements, enabling them to develop the necessary resilience and confidence to make decisions about their learning and to lead others learning.

Pupil Voice: what is working well in our school?

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

What makes our school great?



The pupils and staff	we have a great shinty team	Kindness	Everyone is always so nice and welcoming and going above and beyond to help	helpful	everyone is happy	We have lots of things to play with inside and outside	All of the pupils are nice, caring and respectful.	sharing
kind friends	playfield	we get music	kindness around you	Good manners	PE	Teachers are caring, kind and compassionate.	No one is ever left alone as no matter what class you're in we all play with one another!	Big play area and pitch
Buddy system	Lots of friends to hang out with	We all try to be confident	The positivity	We have spectacular teachers who are the best!	Everyone aims to be the best version of themselves	getting to go outside and have fun	The learning techniques - How the teachers teach the children and make it fun. How helpful they are.	including people
Everybody is nice and kind to each other most of the time	Everybody tries their hardest. Be the best version of you!	So much outdoor equipment and sports stuff	We get shinty and music and drama and PE specialists	Having PSAs who look out for us	all nice	We always have challenges	Everybody in the classes follow their class charter	Drama with Ilona and David
All teachers make every lesson really fun and interesting	library	The pitch				We all have lots of friends	The teachers and opportunities like school trips	The respect

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

Our children and young people identified the following changes they would like to see and the difference these changes could make.

What would make our school even better?



drama	Having no more bubbles	softplay	more things to play with	More PSAs	Lots of different trim trails	gymnastics course	An astro turf	Nerf guns
nothing	bring any juice	A merry go round	A trampoline	Make Boyd stay!!	playpark	An swing that can hold 2 people	A play castle	Less litter
A robot to help people	Teachers to not have to wear masks	Boxing gloves	More equipment.	A slide on the hill	More equipment to play with at break times	PE	A bouncy castle	
A zip line.	healthier lunches	a slide	A tree swing and a roller coaster.	A tree house	A water slide	More opportunities for swimming	A gaming area	make it bigger - more classes, more people. A new building
more PE	Less broken equipment to play with	Lego for every class					bigger library	



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: School and ELC improvement

Year of Project: 1

Purpose: Recovery of Covid-19 Impact: Health and Wellbeing

Progress and impact:

We continue to track and review health and wellbeing using termly pupil self-evaluation of SHANARRI indicators via Google Forms. Staff are able to use various tools to track health and wellbeing and work in conjunction with CSW's to address any concerns. Furthermore, pupils are able to attend drop-in sessions with a CSW.

The walking bus functioned well for part of the year but as numbers steadily dropped and attendance improved, there was no longer a requirement and it was discontinued. Breakfast club continues to go from strength to strength, with increasing numbers attending. Regular promotion of breakfast club via ClasDojo has contributed to this. Attendance improved for 82% of the target group so although this is an improvement, this is also something we will continue to promote and support next session.

All staff undertook Listening for Mental Health and Wellbeing training with Listen Well Scotland, with select staff attending advanced sessions, to support mental resilience and wellbeing.

(Very) Good progress has been made in this area.

Next steps:

The school and ELCC will continue to be committed to providing a range of physical health experiences through promoting the outdoors and enhancing the curriculum in ways such as working with sports specialists. Each child's emotional needs will continue to be supported through our CSW, breakfast club, Growth Mindset lessons and Listen Well approach but we will extend this support to develop the Decider Skills approach of supporting mental wellbeing as a support for both staff and pupils at Inverloch.

Improvement Project 2:

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: Recovery of learning, teaching and assessment

Progress and impact:

Training for staff in Listening and GROW models has aided a refreshed approach to observation, giving teachers ownership of their moderation and development. Engagement with the GTC standards drives forward changes as part of self-reflection.

Collaborative planning allowed stage-wide development of IDL topics, with particular success in our Circular Economy topic generating media and parliamentary interest.

The Talk for Writing approach appears to show a broad increase in attainment although it is in the early stages of being implemented and still requires to be embedded further and for new staff to be trained.

Literacy and numeracy interventions were reintroduced following the relaxation of Covid-19 restrictions, following identification of pupils via teacher judgement backed with assessment data. For reference, from the targeted intervention group for literacy, we see mixed results with at least 63% or more of the target groups having improved to now have attainment above the class average in all but one stage where results were lower. For the numeracy targeted group, 100% of pupils made progress following maths intervention work.

Working with agencies such as Glencoe Outdoor Centre helped to develop outdoor learning practice and give pupils opportunities to challenge their abilities in a different school context.

(Very) Good progress has been made in this area.

Next steps:

In 2022/23, Inverlochty will commit to further developing our writing practice and experiences, becoming more confident with using the Talk for Writing approach but also working alongside other schools in moderating what we do. We will introduce the Talk for Reading approach along with ensuring the intervention work can take place across the areas of literacy along with maths.

Improvement Project 3:

Primary focus: School and ELC improvement

Year of Project: 1

Purpose: Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

Progress and impact:

The implementation of a school wide database, with staff identified summative assessments, health and wellbeing data and pupil contribution has result in the identification of required interventions, the allocation of resources and training and the development of staff ownership of their class data. Staff have provided feedback on the operation of the database and improvements are developed in response. Reintroduced INCAS assessments have aided the identification of gaps and the tracking of progress in conjunction with the above database. Staff identification of trends in data has begun, aiding the identification of new or widened gaps.

(Very) Good progress has been made in this area.

Next steps:

Staff will use Google Data studio to further identify trends in data and this work will be closely linked to tracking of attainment and progress meetings between the teachers and headteacher. The Data Studio will be further developed to be able to immediately source previous attainment information for any child in school (from previous years). Pupils will use data to create digital profiles and identify the next steps in their own learning.

Improvement Project 4:

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: Raising attainment and achievement through creation of a broad, inclusive and enriched curriculum and IDL experiences

Progress and impact:

A review of the curriculum rationale has been carried out and a new rationale has been developed with the input of staff, pupils and parents and carers. Collaborative IDL planning across stages was reintroduced to ensure consistency of approach in teaching, learning and assessment. School and ELC staff undertook shared reading and enquiry sessions to further staff development in areas related directly to school improvement. New partnerships were explored through IDL topics, for example Ostrero linking in for our Circular Economy projects.

(Very) Good progress has been made in this area.

Next steps:

Along with literacy and numeracy being further developed over the 2022.23 session, enhancements to the curriculum will continue to be developed. By the end of this session, all classes will have some level of enhanced musical input whether that be from being part of class band, to learning the tin whistle to taking part in singing groups. Resources will also be used to fund some specialist art input.

Evaluation of Progress

We believe we have made the following progress this session:

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

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

Theme 1 Our relationships	Very good
Theme 2 Our learning and teaching	Very good
Theme 3 Our school and community	Very good
Theme 4 Our health and wellbeing	Very good
Theme 5	Very good

Our successes and achievements

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

We are confident in our capacity for continuous improvement.

Planning Ahead

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