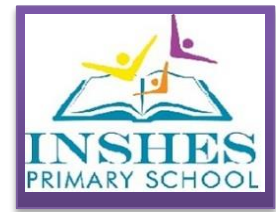




SCHOOL STANDARDS AND QUALITY REPORT 2021/22



Standards and Quality Report

School/ELC Setting: Inshes Primary School

Head Teacher: Meg Snedden

Date submitted: September 2022



Context of the school:

Inshes Primary School opened in 2007 and has since worked hard to establish itself in the community. We are a busy school with enhanced ASN specialist provision with referrals from all over Inverness. We deliver a flexible nursery model and out of school care service as part of our delivery. Many of our pupils live in Inshes catchment area but we have a very high number of placing requests from all over Inverness. We have 300 pupils enrolled P1-7 (with over 120 placing requests and 12 pupils referred for specialist provision through an admission group), just under 70 children in our Early Learning and Childcare provision, over 50 children using our Breakfast Club and After School Club provision, and a team of 60 staff working with our pupils (September 2022). The management team of our school consists of a Head Teacher, Depute Head Teacher, Principal Teacher Additional Support Needs and Principal Teacher. The Head Teacher took up permanent post in March 2022 and the Depute Head Teacher was appointed in June 2022. This new permanent management team will provide structure, continuity and direction for the school. The school has also recently appointed a Senior Early Years Practitioner – this role provides additional management capacity in ELC. We are a truly inclusive and improving school with positive relationships with our partners, having high expectations of ourselves and others. Good relationships are fostered and children's voices heard. The school has attained Silver in the Rights Respecting Schools Award and will in session 2022/23, begin working towards Gold accreditation. As a TEAM, partners work closely together to achieve the best outcomes for our children, in and out of school. Parents are encouraged to take an interest in their child's learning and be involved in evaluating and setting next steps with their children and school. We have many activities through the sessions where we invite parents to be active participants around learning, such as open afternoons and workshops. We work in conjunction with partner agencies with a focus on early intervention, following the Highland Practice Model to embed GIRFEC at all levels. We are proactive in meeting needs, setting challenges and taking account of new research and initiatives at local and national level to ensure children are supported and reach their full potential. We link with several providers, such as Inshes Library, Inshes church and retailers, for wide curricular implementation. We work closely with the Highlife Highland sports co-ordinator who supports our parents to lead after school activities as well as supporting delivery of activities within the school day.

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, Early Learning and Childcare (ELC) staff and other school staff
- Parents of children in the school and Early Learning and Childcare setting
- Pupils
- Partners that work with and support the school
- Other schools with which we link.

Session 21/22, continued to have disruption on account of Covid-19, as was the case in sessions 20/21 and 19/20. This affected the way we would be normally engage with our school/ELC 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. Last session also saw a change in the management team with a permanent Head Teacher and Depute Head Teacher appointed, and in the case of the DHT this was at the very end of session. We plan to return to fuller consultation in session 22/23.

Our overall evaluation of the school's capacity for continuous improvement (including ELC setting):

Our capacity for continuous improvement, like that of every school/ELC setting in the country, has been affected by the disruption since session 2019/20 caused by the Covid-19 pandemic. This has restricted our ability to complete planned improvements and to evaluate the effectiveness of changes we have made. Much of our work in session 22/23 will be to rebuild our capacity for improvement and to make sure that we recover fully from the disruption caused by Covid-19, with a focus on areas of the curriculum most impacted by disruption in the last three sessions (ie Writing).

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 absence and disruption in session 21/22 in response to Covid-19 impacted SIP projects 2021/22, and our work to evaluate their effectiveness in terms of outcomes for our school community continues into this session. In session 22/23, our main focus is on:

- 1) Health and wellbeing – embedded within the drive towards attaining GOLD RRSA
- 2) Recovery of learning, teaching and assessment with a particular focus on Writing
- 3) Attainment in session 22/23 (focusing on raising attainment for pupils and in areas most impacted by disruption to learning in the past three sessions on account of Covid-19 and using a new ASG wide tracking system to support monitoring and tracking)

We may carry forward incomplete aspects of our 2021/22 Improvement Plan into our 2022/23 Improvement Plan if we have capacity to do so.

Q1 1.3

Leadership of change

Themes (HGIOS?4)

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

Themes (HGIOELC?)

- Developing a shared vision, values and aims relevant to the ELC setting 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 and ELC setting?

- The school has in place a full permanent senior management structure, for the first time since 2018. This provides opportunities for leadership of change, progress and improvement at all levels in school. During this session, there will be full capacity for self-evaluation across the school to enable improvement and developments to raise attainment and impact the wider life of the school through partnerships and pupil participation. The new SMT has been able to identify and begin improvements within key areas of learning, teaching and assessment to support improvement in attainment. During 2022/23, there will be opportunities for staff, partners and pupils to lead in curricular and rights respecting improvements as an integral part of the leadership of change across the school.
- All partners were involved in the creation of our vision, values and aims shared across the school and ELC setting. Weekly assemblies highlight the vision, values and aims and different areas are focused on.
- Staff across all sectors of the school engaged in Digital training sessions to increase confidence and capability of using ICT as part of learning during school closures both last session and this session.
- Continued self evaluation across the session highlights areas for improvement
- Staff have continued to develop practice based on CPD opportunities in recent sessions including during lockdown and remote learning. P1, P2 and ELC staff took part in Play based pedagogy sessions to inform practice and create a shared understand at Early Level. ELC staff took part in Outdoor Learning training in June 2021 as well as Risk Assessment training.
- School staff took part in leadership opportunities through working groups across the Council to help develop practice within not just our setting but beyond. (Play Pedagogy, ICT group)
- Staff also supported Key worker children during school closures, either in school or by remote learning.
- In June 2021 ELC signed up to be part of the 'Being Me' pilot programme.

Question 2

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

- All classes and ELC groups had their own individual google classroom.
- Staff, children and parents were able to communicate with each other during lockdown to ensure that the learning that was taking place could be shared.
- Feedback during contact with parents
- Practice has been enhanced through a shared understanding based on feedback from working groups
- Sharing learning experiences via ICT.
- Regular opportunities for professional dialogue with stage partners/ELC colleagues/SMT
- Play Pedagogy being used in Early Level, P1 and P2 classrooms. Updated documentation in the use of observations being trialed to ensure relevant information is captured.

Question 3

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

- This year we are going to focus on key aspects of school improvement from the past three years of disrupted learning on account of Covid-19 with a clear focus on raising attainment and supporting children most impacted by recent disruption to learning. We are working with very clear targets as a staff team (ie developing practice within a clearly defined curriculum area – Writing) and also working in close partnership with the ASG to support and develop aspects of practice such as moderation, monitoring and tracking.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale

good

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale

good

Q1 2.3

Learning, teaching and assessment

Themes (HGIOS?4)

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

Themes (HGIOELC?)

- Learning and engagement
- Quality of interactions
- 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 and ELC setting?

- Positive relationships between staff, pupils and parents
- Almost all children understand the purpose of their learning through the use of effective Learning Intentions and Success Criteria.
- Staff know their class well and are able to effectively differentiate learning tasks.
- Pupil views are sought at the beginning of a block of learning in regards to what they already know, what they want to find out and how we can find out.
- Effective questioning using Blooms and Comprehension strategies enables teachers to assess progress in learning in most areas of the curriculum.
- Effective feedback enables most pupils to see where they are in their learning and what their next steps are. These are reflected in their class targets which are updated regularly.
- Consistent approach to planning across the school through the use of Pathways and yearly overviews as well as Recovery Curriculum resources.
- Assessment overview enables teachers to plan effectively and have key milestones for assessment throughout the year. This helps inform teacher judgements, achievement of a level and reporting to parents. SNSAs at P1, P4 and P7 stage. For session 2022/23, also the use of GL assessments at P2, P3, P5 and P6 to provide consistent data across the school (and ASG).
- In ELC using development overviews to support adult:child interactions and end of year targets during transition. PT who is current P1 teacher able to spend time in the nursery (as part of Management time) to ensure effective handover and smooth transition for the majority of children.
- Use of Realising the Ambition during planning meetings and self evaluation to ensure environments/learning opportunities meet the needs of the children
- ELC staff involved in CPD opportunities around Sobels principles of Play and Environments to ensure appropriate resources used to support learning.

Question 2

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

- Learning conversations
- Co-creation of Success Criteria
- Peer/Self and Teacher assessment
- Increased confidence of children being able to talk about their successes and next steps in learning.
- Feedback from Key Assessment Tasks
- SNSA
- GL assessments
- Phonological assessments
- Developmental Overviews
- EAL profiles
- Collegiate sessions across the session
- INSET training sessions
- Planning meetings as stages/in ELC. Meetings with HT/DHT to discuss what is going well and further areas for improvement.
- Pupil Profiles/Learning Journeys in ELC
- Attendance data

Question 3**What could we do now? What actions would move us forward?**

- Clear plan within SIP to develop learning and teaching within Writing and improved outcomes in this area
- ELC will also focus on aspects of emerging literacy to support this development need from ELC-P7

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale**good****Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale****good**

Q1 3.1

Ensuring wellbeing, equality and inclusion

Themes (HGIOS?4)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Themes (HGIOELC)

- 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 and ELC setting?

- We successfully achieved our Silver Rights Respecting School Accreditation. Children, staff and parents were able to participate in remote interviews to share evidence and PT created a website where all work towards RRS had been collated.
- Staff have a sound knowledge of GIRFEC, the well-being indicators, and the United Nations Convention on the Rights of the Child.
- Staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community.
- Children have the opportunity to take on leadership roles so that we ensure that their voice is heard and pupil participation is built into school improvement priorities.

Question 2

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

- Children are involved in the creation of classroom charters highlighting the rights that they feel are important to them. We also have a whole school charter, canteen charter, ELC charter and After School Club Charter.
- Rights displayed in all classrooms and referred to throughout the term
- Whole school focus each month keeps children and staff informed and ensures we are reflecting regularly.
- Well-being indicators are referred to in our Vision, Values and Aims and at stage/whole school assemblies.
- Well-being wheels being used in classes to demonstrate well-being. Children with lower scores are supported with needs addressed e.g. anxiety over transitions, using enhanced transition programme.
- Meeting the needs of the range of learners at Inshes is developed through a rights respecting approach.
- There were no exclusions in this period.
- Resilient Kids programme used in transition stages.
- Children's voice groups lead initiatives within the school, liaising with the wider community, media to share their learning. Children's voice groups are confident in presenting to their peers and the wider community.
- Most children are able to talk about their rights to make positive change.
- Parental engagement is high – Induction evenings, attendance at parents' evenings, survey results and feedback from reports.
- ELC – most parents actively engaged in their child's learning, a return in 2022/23 of parental engagement opportunities such as stay and play sessions and in-person parents' meetings plus sharing profiles with home and updates on ELC blog.

Question 3

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

- This year we are beginning our journey as a whole school community towards Gold RRSA
- This will provide a structured and highly regarded framework for the school to evaluate current approaches (eg in pupil participation, parental engagement, real application of rights respecting values) for the benefit of the school community.
- This should positively impact well-being and attainment at all stages from nursery-P7

Our current evaluation of this QI using the <i>How good is our school?</i> (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).	good
Our current evaluation of this QI using the <i>How good is our early learning and childcare?</i> six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).	good

Q1 3.2

Raising attainment and achievement/ Ensuring children's progress

Themes (HGIOS?4)

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

Themes (HGIOELC?)

- Progress in communication, early language, mathematics, health and wellbeing
- Children's progress over time
- Overall quality of children's achievement
- Ensuring equity for all children

Question 1

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

- Attainment in Literacy (Reading) supported through learning and teaching of Comprehension strategies.
- Use of PEF PSA in targeted interventions and ASG Recovery teacher – this helped provide support for individual children and groups; however, the high incidence of absence (pupil and adult) throughout last session on account of Covid-19 (both direct and through self-isolation) meant that attainment through direct PEF PSA and ASG recovery teacher intervention was more limited than originally planned
- Stage planning and attainment meetings ensure staff have a shared understanding of standards.
- Staff work collegiately together when planning to ensure consistency and have a clear understanding of how children are learning and progressing.
- Development overviews in ELC regularly updated and shared with parents
- Regular Child's plan/IEP/Form 1 meetings with parents to update progress and to review targets set.

Question 2

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

- SNSA and HNP data, GL assessments, Salford Reading Assessments and Blackwell spelling assessments. The new ASG tracking system will ensure that we have a single point of data in all aspects of learning which will enable better tracking and monitoring of pupil attainment. The new tracker will support moderation both within school and across the ASG
- Key Assessment Tasks
- Learning conversations with class teacher
- PEF PSA evaluations
- Planning & Attainment meetings
- Peer and SMT learning visits
- Child's Plans and IEPs
- Phonological awareness assessments in P1 and beyond.
- Developmental overviews in nursery
- Personal target setting
- Ongoing formative assessment from class teacher
- Reporting to parents across the year informally, two Parents' Meetings and Final report.

Question 3

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

- Through identified area of development, the school has a clear focus on raising attainment in all aspects of learning, and most notably in Writing for this session
- The school's data for 2021/22 did not show a recovery to pre-pandemic levels, and continued to be significantly lower than the years leading up to 2019/2020

- This session, through clear shared priorities in the SIP, and shared understanding with pupils and with parents, the school aim is to make a significant recovery towards a return to pre-pandemic levels of attainment
- SMT will work closely with the CLO to monitor and evaluate progress
- The school will prioritise the use of PEF PSA hours and ASNT/support resource to support with this whole school focus in raising attainment, especially in Writing

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale

satisfactory

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale

good

KEY THEME

from Q1 2.2

Curriculum

Theme 3 (HGIOS?4)

- Learning pathways

Theme 3 (HGIOELC?)

- Learning and development pathways

Question 1

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

- Use of Recovery Curriculum resources to support learning – with guidance from the CLO, teaching staff will use progress in the core areas of the recovery curriculum to help support ACEL judgments (both Achievement of a level and Progress Across a Level judgements)
- Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners
- All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum
- In ELC - practitioners carefully promote strong nurturing attachments for children in their care
 - practitioners build on the prior and continuous learning of our children, within and beyond the setting
 - practitioners take responsibility for developing early literacy and numeracy skills across the curriculum

Question 2

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

- Most learners are clear in what they are learning and why. They can relate it to the wider world beyond school (RRS school accreditation)
- The majority of children are able to build upon previous knowledge
- The majority of children are competent in the use of ICT to support their learning
- ELC – almost all children settle well in nursery and enjoy the time spent with their peers and key-workers
- Families are regularly updated on progress made or targets being worked on
- Floor books
- Parental feedback

Question 3

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

- Staff and partners will work closely with children (and parents) to identify targets and next steps with learners so their learner pathway is clear and attainable
- Staff will nurture ambitions of high levels of attainment and achievement for all learners with alp partners
- More effective use of home learning to support learner experience and improve attainment
- The new role of senior EYP within ELC will help support and promote learner experience for nursery children

KEY THEME

from QI 2.7

Partnerships

Theme 3 (HGIOS:4)

- Impact on learners (focus on parental engagement)

Theme 3 (HGIOELC?)

- Impact on children and families (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 and ELC setting?

- The school continues to have close links with Inshes Church and the minister has been able to rejoin religious observance and other assemblies in person
- In session 2021/22, Parents' Meetings were online; this session they have returned to in-person meetings following consultation with parents
- Parent Council meetings continued online and returned to in-person meetings during 2021/22 when possible
- Regular blog/twitter posts
- Families signposted to online learning materials and access improved through additional chrome books that we received through grants as well as Mi-fi devices
- Supported families with absence on account of Covid-19 through ASN team and signposting to relevant agencies to offer help and support where needed.
- Regular letters to families to share the learning that was taking place.
- Regular contact with nursery parents during drop off and pick up outside
- Enhanced transition for identified children (nursery-P1/P7 -secondary)
- Induction evenings for new nursery and P1 children and content of presentation shared with all parents.

Question 2

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

- Children able to re-engage with learning during last session through different periods of staff/pupil absence
- Supportive feedback from parents
- Individual parents beginning to volunteer in school again
- Range of opportunities for children developing through positive relationship with HLH coordinator
- All children able to have the opportunity to take part in transition events to meet their new teacher/visit new school before the end of final term. Enhanced transition arrangements and social stories provided to continue to prepare children over the summer holidays.

Question 3

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

- Continue to develop potential of school partnerships
- Develop role for families with the RRSA
- Encourage parents/family members to return to school as volunteers/parent helpers for support and expertise
- Develop opportunities for pupil leadership and skills develop with partners including Highlife Highland and sports leaders