

STANDARDS AND QUALITY REPORT 2022/23



Inshes Primary School
INSHES ROAD

At Inshes Primary we respect each other. We value everyone's qualities and everyone is included as part of the TEAM. We work in partnership with others and listen to everyone's views in an honest and encouraging way. We aim to move forward striving for excellence amongst all learners.

Introduction: Local and National Context

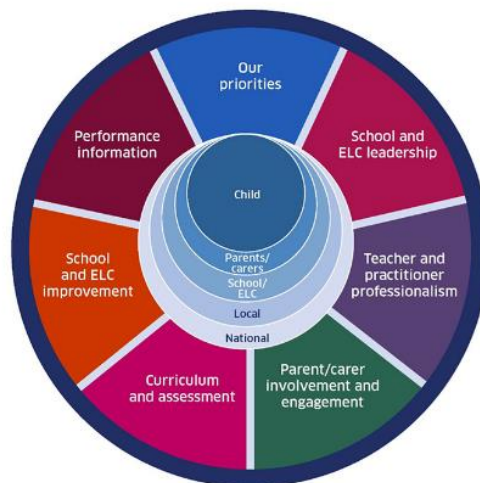
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

[National Improvement Framework Improvement Plan HGIOS? 4](#) and [HGIOELC Health and Social Care Standards](#)
[National Gaelic Language Plan](#)

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In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- **How well are we doing?**
- **How do we know?**
- **What are we going to do now?**

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. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

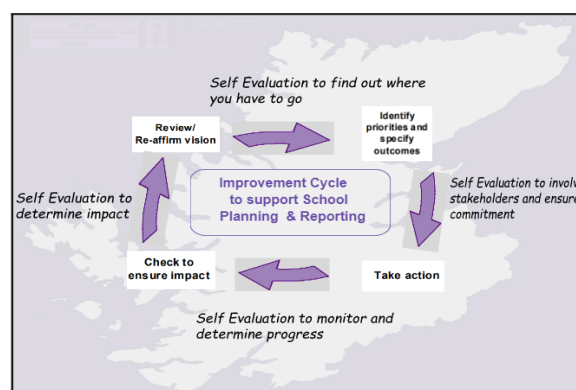
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for 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 to shape our improvement journey.

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



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Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.
Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Meg Snedden
Head Teacher
Inshes Primary School

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance
95.4%

Average Class Size
26.7

Meeting PE Target
Target Met

Pupil Numbers
294

Teacher Numbers
18

Pupil Teacher Ratio
16.1

N3 35	N4 36	P1 11.9%	P2 8.5%	P3 18.7%	P4 16.3%	P5 12.9%	P6 16.7%	P7 15%
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SIMD Q1 ¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 0-10%	SIMD Q4 60-70%	SIMD Q5 10-20%	Unknown 0-10%
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ASN ² 40-50%	No ASN 50-60%	FSM ³ 70-80%	No FSM 20-30%	EAL ⁴ 0-10%	No EAL 90+%
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¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

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2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Majority	Majority

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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Together Everyone Achieves More

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Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

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

School Priority:

Analysis of tracking data to inform Assessment and Moderation of Achievement across Millburn ASG

Purpose:

This project was developed to achieve better consistency across Millburn ASG Primaries in terms of assessment, tracking and moderation of literacy, numeracy and health & wellbeing. Using a common tracking platform for gathering data and dashboard for analysis, would enable teachers to identify areas of good practice and areas for development, moderate planning and assessment within year groups/ stages across the ASG and measure impact of changes.

Progress:

Almost all teachers are confident using the new online tracking, monitoring and reporting system (TMR)

Most teachers were confident in the use of the TMR for creating end of year reports

The majority of teachers are confident analysing pupil data on the TMR and moderating within the school - this enables us to improve attainment and aim to close the gap with targeted interventions for the least advantaged children at the school

Most teachers have confidence determining progress across a level (CfE) to record on the TMR

Impact:

One system for tracking, monitoring and reporting means data is more accessible and has enabled more effective planning and attainment meetings to determine progress of pupils and agree next steps/interventions as needed; this has supported improving outcomes for all children

Using the TMR for reporting ensures up-to-date data is shared with parents, enabling parents to be accurately informed of their child's progress and better able to be engaged in their child's learning

Being able to moderate using the TMR has a positive impact on pupil progress as teachers can share effective practice to help improve attainment; this includes pupils with a PEF allocation to support closing the attainment gap, and improving outcomes for all pupils

Having termly data points means teachers and pupils are able to reflect on progress regularly against CfE levels; this enables consistent planning for support/ challenge and improving outcomes for all children

Good progress was made overall in this area with next steps clearly identified below

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Next steps:

- Further develop the TMR to incorporate ASN information
- Use the TMR to track and monitor closely the progress of the least advantaged children to ensure excellence and equity for all children, focusing on closing the attainment gap
- Further training for ELC staff for regular use and updating of developmental overviews for ELC children
- Ensure TMR is used consistently with up-to-date data for termly planning & attainment meetings to enable valuable analysis, informing planning and judgements of levels across CfE and improving outcomes for all children
- Ensure agreed understanding of progress across a level within all areas of literacy and numeracy, and develop within HWB for next session (23/24)
- Develop learners' understanding of progress across a level to better equip them to understand and act on next steps in learning as part of pupil self-evaluation and profiling
- The TMR has been used consistently within the teaching staff team during 22/23 - there is a need for wider consultation and sharing of learning as set out in the SIP with parents, partners and pupils
- Further develop the TMR for transition information (23/24) and interim reporting to parents (possible development 24/25)
- Further use of the TMR within the school and ASG to support moderation and identify areas of good practice and development

School Priority:

Literacy - raising attainment in writing across the school

Purpose:

This project was developed in response to a decline in writing attainment across the school evidenced by our school writing data. The aim of the project was to improve our writing attainment through a new form of writing pedagogy and resources to support this. We aimed to track, gather data and moderate across the school to measure the impact of this development. This would be supported by the ASG Millburn action plan which will provide opportunities for moderation including in writing across the schools.

Progress:

All teachers had training sessions in Explicitly Teaching Writing and began using the pedagogy in their classes

There was progress with moderation of writing within school using CfE benchmarks

Planning and attainment meetings have enabled tracking of pupil progress to improve attainment for all including children who are most disadvantaged

Impact:

In self-evaluation, teachers evidenced progress in writing through the new form of teaching writing, especially at first level and early stages of second, and for children across all stages working below age and stage; this has led to improved writing outcomes for children and had a positive impact on attainment data

Teacher moderation of writing together has ensured more consistency of progress across a level and identifying where children need support and challenge

The impact of termly P&A meetings has been to provide interventions for children, including SfL target input to improve attainment for identified children to raise attainment for all

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Enjoyment and engagement with the new writing approaches

Children especially at first level shared progress and enjoyment of writing - this has had a positive impact on engagement with writing

Some progress was made in this area with next steps clearly identified below

Next steps:

Agreement and moderation of assessment of writing for session 23/24

Further moderation of writing across ASG to ensure consistency of CfE levels, and raise attainment for all

Build in use of resources to support Explicitly Teaching Writing - this should provide more support for pupils learning through Explicitly Teaching Writing, and improve confidence, engagement and enjoyment of these writing approaches

Ensure consultation about writing next session with pupils and families to monitor engagement with Explicitly Teaching Writing as it is implemented next session (23/24)

All teachers to have the opportunity to implement the different writing genres as agreed at their level, to input into the school's draft writing policy for completion and use for session 24/25

Explore how the writing approaches support raising attainment for all children from early-second level

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Class /Yr group / specific groups - Breakdown	Target group numbers	Link to SIP Project	Interventions / actions	Measurement evidence	Trgt grp, Timeline, Teacher	Progress/ Impact
FSM	19	SIP 2	PSA timetabled support in writing (identified targets with CTs and ASNTs)	Entire target group will be age and stage in writing by end of session; measured by ACEL data	4 x planning and attainment meetings with CTs to monitor progress; CTs to work closely with support and ASNT staff to plan for clear targeted progress	Total FSM numbers: 38 10 (out of target group of 19) now age and stage in writing 25 out of total pupils with FSM (38) have made progress in all areas of literacy (using ACEL data) 5 of the 38 have complex ASN/SEBN 3 out of 38 progress impacted by lateness/absence
P5	Target group - 8 children not yet achieved first level		PSA timetabled support in writing (identified targets with CTs and ASNTs); New whole class approach to writing to provide more structured targeted support in writing - class teachers will plan, assess and evaluate progress through approach			All identified children in target group made progress (measured against ACEL) – five further children achieved first level
P6	Target groups – 10 pupils not yet achieved first level 23 children not at current age and stage		PSA timetabled support in writing (identified targets with CTs and ASNTs); New whole class approach to writing to provide more structured targeted support in writing - class teachers will plan, assess and evaluate progress through approach			Progress made but almost all children still working within first; significant ASN/SEBN in year group; continue to target for continued progress to increase number working within second at end of P7
P7	Target groups - 11 pupils not yet achieved first level 15 children not at age and stage		PSA timetabled support in writing (identified targets with CTs and ASNTs); New whole class approach to writing to provide more structured targeted support in writing - class teachers will plan, assess and evaluate progress through approach			All children except one (attendance impacts all areas of this pupil's learning) have achieved first level and working within second or achieved second by the end of the year

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Wider achievements

Coileanaidhean nas fharsainghe

The school has been involved in a range of opportunities for wider achievements this year, including:

- the McRobert Cup, the Millburn Cup, the Baillie Cup, the Inter-school Sports
- After-school clubs supported by parents, staff and Highlife Highland have included: orienteering, athletics, basketball, football
- the Rotary Quiz and the EuroQuiz
- P7 Residential trip
- Class trips
- Science visits to UHI
- Trip to newly opened medical centre in UHI campus
- P7 leadership activities including lunch-time clubs - football, team games, drama/dance and art club
- Rights Respecting Schools ambassadors - pupil participation from P1-P7
- JRSO - officers leading road safety campaign and awareness raising throughout session
- Competitions such as design a road safety banner
- Celebration of outside school achievements at assembly
- Event days such as Comic Relief and World Book Day with challenges such as Inshes 'marathon' laps around the field
- Learning/engagement with Maths Week Scotland, Literacy Week and Science Week
- Involvement of fundraising for #SchoolsChallenge to raise money for the adventure playground to fix, extend and provide more inclusive play equipment

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach

In a family School Vision survey in May 2023, the top comment about what makes our school special is that it is inclusive, and there were many comments about the positive community, staff team and ethos of the school.

For example, comments included:

Pupils, generally, seem very involved and heard across day-to-day activities. They are a true part of the school.

Encouraging, supportive staff

The atmosphere is positive

Great opportunities and pupil leadership roles

Friendly and approachable

Parents are well informed

Community school supported by parents and the community

Teachers who care

Dedicated staff

A sense of belonging and being an important part of the school community

Warm, friendly and nurturing staff who make my child feel welcome at all times.

Learning through fun

The staff School Vision survey (May 23) also had being inclusive as the top comment about what makes our school special. Comments included:

Caring, nurturing and supportive environment for children

A nurturing and supportive approach

Lots of opportunities for all learners

Children can make contributions to the life and ethos of the school

They are listened to and involved in school decisions

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*They experience a range of learning experiences and there is an ethos of learning
Fun and engaging learning opportunities
individual needs being met
Skilled staff at all levels
Clear vision
The Inshes TEAM
We help each other*

Family comments returned to school with end of session reports include:

Nursery

We are delighted to see that XXX has been doing so well in his first year of nursery. He has come along leaps and bounds and always has some great stories to tell us at the end of his day. XXX has clearly been thriving in this environment and we are thankful to all the staff involved in his education and care. The nursery feels like another home, where we drop him off to spend quality time with family where he is loved, safe and nurtured.

We're absolutely delighted with XXX's report. It's lovely to read a personal report which reflects XXX's personality. After attending a private nursery previously, it's wonderful to receive XXX's first ever written report. As a parent it's great to be able to read and share with XXX's grandparents! ...Since starting at Inshes Nursery after Easter, XXX has settled in really well. This is down to the hard work of the nursery teachers. Thank you for all your hard work, support and love you give.

P1-7

We are very proud of XXX. We fully agree with all the comments made in the report. It is lovely that you have noticed her lovely qualities such as kindness and thoughtfulness. Thank you for being an amazing teacher to XXX, she has really enjoyed being in your class. We are really proud to see XXX's progress with reading and writing ...We have loved seeing XXX come home from school and being all excited about all she has learnt at school. XXX has had a fabulous year!

Absolutely delighted with XXX's report and can't thank his teacher enough for her tireless dedication to teaching. xxx has loved learning and is always excited to go to school and face new challenges.

I am delighted at how XXX has settled into Inshes, and developed confidence, developed friendships and progressed so well with school work. Thank you for being so supportive and nurturing.

XXX has really enjoyed her first year of primary school! It has been lovely to watch XXX's love of learning grow and hear all of her adventures in P1. It was lovely to read n XXX's report that XXX is happy, confident and positive.

Some comments from Term 4 emails 2023

I would just like to drop a little message to say thank you for welcoming us into the school to see how our children are getting on. It's been missed. I want you to know how grateful I am to XXX's teacher. XXX has had the best year in her class. He has come on so much and it's an absolute joy to see. From the minute you meet XXX her passion for teaching is obvious. She truly is a nurturing and caring teacher. She genuinely has the children's best interests at heart. XXX loves coming to school, he feels safe and loves learning.

I just wanted to acknowledge the brilliant year both of our children have had. Their teachers have taken the time to get to know them & build their confidence. We have never seen either of them so settled & happy at school. XXX & XXX are excellent teachers & the very personal comments in their reports mean so much to us. We are delighted if they're doing well academically but it's more important to us that they feel happy, safe & understood - which they clearly have this year.

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Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY	SECONDARY
QI 1.3 Leadership of change	Good	Good	
QI 2.3 Learning, teaching and assessment	Good	Good	
QI 3.1 Wellbeing, equality and inclusion	Satisfactory	Good	
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Satisfactory	

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Improvement Priority 1: Enhancing Teaching and Learning across the curriculum

Improvement Priority 2: Whole School Approaches to HWB

Improvement Priority 3: Tracking, Monitoring and Reporting Processes (TMR)

Planning ahead

A' planadh air adhart

Full details of our 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website www.inshes.blog or by contacting the school office

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