

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2022/23



Inver Primary School

HIGHLAND COUNCIL SCHOOL RD, INVER, IV20 1RX

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](#)

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.



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.

Jane Mackay

Head Teacher

Inver 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
96.5%

Average Class Size
16

Meeting PE Target
Target Met

Pupil Numbers
32

Teacher Numbers
2

Pupil Teacher Ratio
13.3

Inver Primary School, is located in a rural setting serving the local community of Inver, about 6 miles out of Tain.

There are 32 children attending the school ranging from P1 - P7. There are two classes within Inver Primary, P1-4 and P5-7.

The headteacher has overall leadership responsibility for Inver Primary School and Knockbreck Primary School. The headteacher is supported by a principal teacher. Staff and children from both schools work together regularly.

As the school roll comprises of a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is very good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Most children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Very good progress

Writing

Very good progress

Listening and talking

Very good progress

Numeracy

Very good progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Motto

Happy to be yourself

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

COMMITTED
HELPFUL
ADVENTUROUS
MANNERLY
POSITIVE
INDEPENDENT
ORGANISED
NURTURING
SUCCESSFUL

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

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:

Raising Attainment for All

Purpose:

To raise attainment for all pupils and reduce the attainment gap

Progress:

All teaching staff attended Epic 8 training looking at comprehension strategies

All teaching staff attended Talk for Writing training

All teaching staff worked together to recap and revise mental maths strategies and training using the Highland Numeracy Progression resources

We have continued to embed our Careers and Meta Skills progression into our curriculum rationale, working alongside all stakeholders.

Impact:

- Observations through learning visits show greater consistency in the effective teaching of reading
- Evidenced through our school trackers almost all learners have made progress in their reading.
- Jotter sampling, cross-marking and classroom observations, show that almost all pupils have made progress, within the level, using the talk for writing techniques.
- 80% of pupils are now on track with writing and achieving the appropriate level
- Observations through learning visits show pupils talk more confidently about the strategies they have used. They are able to see more connections and patterns with numbers when carrying out choral count activities.
- Teaching staff have confidently shared knowledge, expertise and resources and some have observed each other to inform their own practice
- All teachers, pupils and PSA's are familiar with our skills progression. Meta Skills are being shared along LI and SC in our daily lessons.

- Our Career Progression and Meta Skills have been shared with all stakeholders through a Skills Assembly, a Meta Skills display in the hall, classroom visits from our Community Partners.

Next steps:

- Revise the resources, training and assessment material for the Highland Numeracy Progression
- As a staff, look at the HC Literacy Roadmap and undertake the Listening and Talking training provided as well as adopt the Highland Literacy Frameworks
- Continue to embed Meta Skills into the curriculum, working closely with all stakeholders.

School Priority:

Health and Well-being

Purpose:

To raise mental health awareness with all staff and pupils

Progress:

Impact:

Content:

Mikey's Line held mental health workshops for pupils, staff and parents to raise awareness.

Mikey's Line Youth Champions were set up within the school to provide support for all pupils

A mental health (Mikey's Line) notice board was set up in school to share information and details of support available

Staff session allowed teachers to undertake training but also time for themselves to ask questions or get individual support for themselves

Mikey's Line parent session was made available for any parents who wished to attend

Decider Skills continue to be embedded across the school

All pupils were involved in revision of all Decider Skills Strategies

Staff carried out a survey and agreed which strategies were the most effective – these were focussed on.

Each class took ownership of one of the chosen strategies and completed a display in the gym hall.

Strategies were shared again with individual parents, in child plan meetings, so pupils had consistency of using the same strategies out of school.

Next steps:

Continue to use Decider Skills as part of our classroom and playground practice.

Appoint new Youth Champions and continue to work with Mikey's Line to support all stakeholders.

School Priority:

ASG Numeracy

Purpose:

To develop consistency in resource and learning, teaching and assessment, across the ASG, including between Primary and Secondary.

Progress:

Content:

ASG Numeracy Group discussed and moderated current numeracy practice in Tain schools.

Impact:

It was agreed that HNP will be used by Tain ASG and revised training will be on the SIP for all Tain schools next session.

Across the ASG it was agreed that the Aberdeen Progression would be adopted as an additional planning tool for maths. This can be highlighted to show coverage and then there will be consistency amongst the ASG.

These colours will be as follows:

- Term 1 - Blue
- Term 2 - Pink
- Term 3 - Green
- Term 4 – Yellow

Schools have lots of different tools and resources and these should be used and dipped into to help support teaching and planning.

Other Possible Online Resources were agreed:

Free:

Dr Frost (recommended by TRA)

MathsBot

Transum Maths

Paid:
MathsBox
Rigour Maths

They carried out HNP assessments with a targeted group in each school and moderated across the ASG.

As a group, the diagnostic assessment training was revisited to provide consistency carrying out the assessments for next session

Agreed assessment timescale for ASG of August and January using the digital assessments, for the majority of pupils (once staff have completed the digital assessment training) Agreed timescale will allow consistency in moderation

1:1 diagnostic assessment to be used for targeted pupils.

Next steps:

HNP training for all teaching staff in the Tain ASG as part of the working time agreement
HNP digital assessment training for all teaching staff in the Tain ASG, as part of the working time agreement
Planned assessments built into the Tain ASG assessment calendar

Progress and impact of Pupil Equity Fund **Adhartas agus buaidh Maoin Cothromas Sgoilearan**

4/4 primary 1 pupils improved their emerging literacy phonological awareness scores to above 10 - no further input required

2/3 of the Primary 2 pupils, receiving targeted intervention, have now achieved Early Level across all curricular areas.

2/2 Primary 4 pupils receiving targeted intervention - improvement within the level for reading, writing and listening and talking. Continued support required for literacy and numeracy.

6/6 pupils, receiving targeted interventions for literacy and numeracy have now made improvements and they are working within Second Level across the curriculum

All teaching staff have been trained in Talk for Writing and 80% of pupils are on track with writing achievements/levels.

Wider achievements **Coileanaidhean nas fharsainghe**

Inver Primary School have been awarded the Bronze Award from Rights Respecting Schools

Inver Primary School have registered for Digital Schools

Inver Primary School won both girls and boys Ross Shire Cross Country for their group

Inver Primary School won the Ross Shire Swimming Competition for their group

Inver Primary School were Second in the Tain ASG Dancing Competition

Comments from learners, families, stakeholders and staff

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

Parents

All children have been enjoying different mental maths techniques and the big class really enjoyed the money and budget tasks. They have been talking a lot about Decider Skills too.

I am pleased with the level of support given to my child.

Inver is a great school! The children seem to really enjoy being there and benefit from the mixed ages of the class.

Pupils

I like talk for writing because you get to use hand signals and a story

I think we have done well on getting involved in lots of school activities and county sports, and I think we could improve on building up the playground and garden.

I think the school cafe has done well and i can't think of anything to improve on at Inver Primary School.

Stakeholders/Community Partners

Great school, great staff!

Lovely afternoon at the skills assembly.

Could you get me the details of the scheme you use for recycling.

I've a bit of a clearance needed with the house move but think other places should be doing what you're doing as well.

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:

	PRIMARY
QI 1.3 Leadership of change	Good
QI 2.3 Learning, teaching and assessment	Very good
QI 3.1 Wellbeing, equality and inclusion	Good

QI 3.2

Raising attainment and achievement/Securing children's progress

Very good

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

Highland Progressions – numeracy and Literacy

Moderation and Tracking

Ethos – working towards new 3-18 campus alongside our cluster school Knockbreck Primary School

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website

<https://sites.google.com/taimroyalacademy.net/inver/home> or by contacting the school office