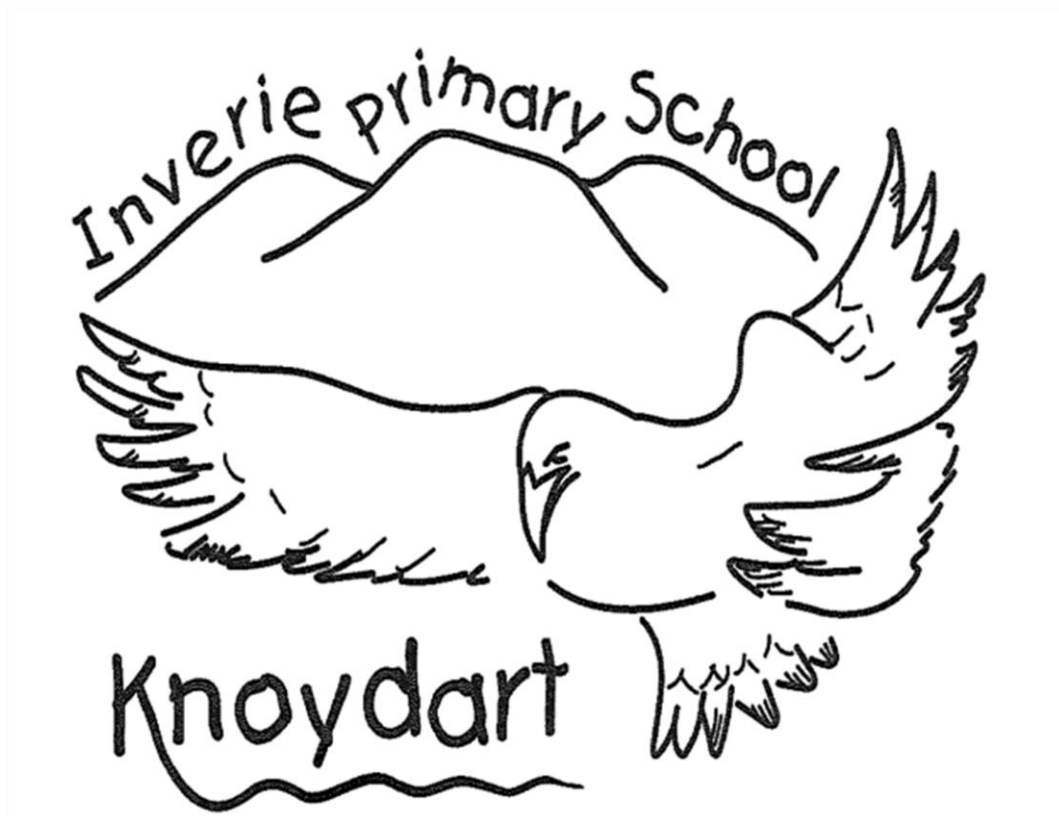


STANDARDS AND QUALITY REPORT

2022/23



Inverie Primary School, Inverie, Knoydart, By Mallaig PH41 4PL
HIGHLAND COUNCIL

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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Pamela Watt
Acting Head Teacher
Mallaig 3-18

School Profile

Pròifil na Sgoile

Inverie Primary School is in a rural, coastal setting on the Knoydart Peninsula serving a local community of about 120. Set in one of the most visually stunning, culturally-rich and historically-significant areas of North-West Europe, we strive to provide the perfect educational complement to the perfect place in which a young person could grow up.

There are 8 children attending the school and 6 children in nursery, ranging from N4 - P7. P1 -P7 are taught in a multi-stage class and there is a Nursery- for 3- and 4-year-olds.

The headteacher has overall leadership responsibility for Mallaig Primary School and Mallaig 3-18 which includes Arisaig, Lady Lovat and Inverie Primary Schools The headteacher is supported by a Depute Head Teacher – who is also Depute for the other primaries. Staff and children from other schools work together and utilise relevant opportunities to work together.

As the school roll comprises 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 good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Almost all children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

| | | | |
|----------------|----------------|------------------------------|-----------------|
| Reading | Writing | Listening and talking | Numeracy |
| Good progress | Good progress | Good progress | Good progress |

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our school values are responsibility, respect, resilience, creativity, curiosity and compassion.

Our aims are under review with further consultation next session with the whole school community.

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](#).

Responsibility • Respect • Resilience • Creativity • Curiosity • Compassion
Dleastanas • Spèis • Seasmhachd • Cruthachail eachd • Furachas • Co-fhaireachdainn

Purpose:

Since 2018, attainment in literacy across the cluster has declined. Combined 2022 achievement of a level data showed that less than half of children in P1, 4 and 7 were achieving the appropriate levels in writing. This figure was marginally higher for reading.

A focus on learning, teaching and assessment in reading and writing is required to address this decline in attainment and ensure children are attaining expected levels.

Progress:

Writing rubrics have been developed and implemented across the cluster to support assessment of children's progress.

Attitudes surveys were conducted in Term 1 and Term 4.

All teachers participated in cluster moderation activities to support professional judgements around achievement of a level in writing.

Senior leaders and at least one teacher from each cluster school undertook Highland Literacy for All training.

All primary teachers and support staff undertook an introduction to the Talk for Writing approach during the February in-set day.

All teaching staff have reviewed approaches to planning and these will be finalised early next session.

Approaches to teaching reading comprehension skills were reviewed and a consistent approach agreed using 'Epic 8.'

Impact:

Teacher confidence in identifying targets to support and progress learning has increased. Rubrics have supported teacher judgement around achievement of a level as observed in termly tracking meetings.

Surveys within INCAS reflected an improvement in attitudes towards learning from Term 1 to Term 4 in most pupils.

Feedback from teachers on moderation activities was positive with greater confidence in achievement of a level.

Teaching staff have continued to develop their understanding about their role in gathering information to inform planning for targeted learning and teaching as well as for the identification of Dyslexia, where necessary.

Observations of learning show that most teaching staff are beginning to trial aspects of the Talk for Writing approach. It is too early to say if this is having an impact.

Consistent approaches to planning using the Highland progression frameworks are in place. All teachers plan appropriately over different timescales to meet the needs of learners.

A whole cluster approach to teaching reading comprehension has been established for P4 – P7 learners. Attainment in reading is improving and all children are making good progress in this area.

Next steps:

Our teaching team will continue to work collaboratively, complete training and to share good practice and the principal focus for next session will be Talk for Writing Fiction and Non-Fiction.

School Priority:

Raising attainment in Numeracy

Purpose:

Since 2019, attainment in numeracy across the cluster has improved for most cohorts, however, overall attainment levels remained below those reported in 2018. Combined 2022 achievement of a level data showed that just more than half of children in P1, 4 and 7 were achieving the appropriate levels in numeracy. Teacher observation, summative and diagnostic assessments highlighted a gap in children's understanding of basic facts.

A focus on using the Highland Numeracy Progression Basic Facts tracker was required to address this decline in attainment and ensure children are attaining expected levels.

Progress:

An attitudes survey of children towards numeracy was undertaken in Term 1 and 4.

National Standardised assessments for P1, P4 and P7 were completed.

Physical manipulatives were purchased for all classes.

All children across the cluster participated in Maths Week – *Maths in Everyday Life*.

Almost all teaching staff use retrieval practice to recap previous learning.

Most children have opportunities to set targets for numeracy and review these with their teacher.

Numeracy/Maths resources in Gaelic were developed including Maths diagnostics

Impact:

Over the session most children's attitudes to numeracy increased from term 1 to term 4. This reflects greater enjoyment and motivation.

Assessment data for P1, P4 and P7 showed majority of pupils achieving expected standard.

Observations of learning show that manipulatives are being used well by teachers to support children to engage in mathematical ideas. Children independently access manipulatives to support their learning.

Feedback from the week reflected that pupils enjoy theme days/weeks through questionnaires. All pupils see relevancy of numeracy skills and can reflect on their learning.

Most children are observed to recall previous learning and apply this to learning of new concepts.

Most children can be seen to take responsibility for their learning and can set realistic targets for learning.

This will continue to be developed and feedback sought.

Next steps:

Basic facts will continue to be a focus to support further attainment for pupils.

School Priority:

Health and Wellbeing

Purpose:

To improve the health and wellbeing of our young people, ensuring they are all safe, healthy, achieving, nurtured, active, respected, responsible and included.

Progress:

All pupils are part of a Pupil Voice group from P1-7. Pupils chose which committee they wished to be part of. Staff members (teachers and PSAs) lead a different group

All pupils from Nursery to P7 took part in community engagement activities including visits to Nursing Home, participation in performances and visiting businesses and places in the local area, writing articles for West Word, attendance at the Mòd

All upper pupils took part in Cluster wide sports activities. These included Cross-Country, Rugby,

Some pupils had the opportunity to represent the school at Lochaber wide sports events including Cross Country, Rugby, Swimming Gala

Impact:

Most pupils feel their voice is heard and valued when they are completing feedback questionnaires.

A small number of pupils reported that some of these experiences they have not had before

Almost all pupils reported back positively on the experiences.

All pupils had the opportunity to take part in competitive team games which isn't always possible in individual schools. Pupils feedback on questionnaires is positive about these events both for sport and social opportunities

Next steps:

Ensure that every class has the opportunity for specialist PE input and time for class teachers to link with PE teacher on planning within the WTA. Ensure that pupils are confident in using the wellbeing indicators to talk about themselves and to set targets.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The school is not in receipt of Pupil Equity Funding.

Wider achievements

Coileanaidhean nas fharsainghe

- Small Isles week participation
- Loch Insh Trip
- Fundraising for residential
- Cluster days and links with Mallaig Primary
- Using the outdoor classroom developed by pupils
- Close links with the Local Community and Foundation
- Outdoor Classroom
- Inter-school sports Lochaber wide e.g. rugby, cross country
- Literary competitions eg Write Highland Hoolie, John Muir

Responsibility • Respect • Resilience • Creativity • Curiosity • Compassion
Dleastanas • Spèis • Seasmhachd • Cruthachail eachd • Furachas • Co-fhaireachdainn

Comments from learners, families, stakeholders and staff

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

Parents

- Nursery teacher has been exceptional. She listens to the children's interests and makes class plans around these. For example our son is interested in volcanos and she has helped the children create their own ones.
- My child had a small wobble mid-year about going to nursery but this was supported by staff and resolved quickly
- It would be great to incorporate Gaelic medium education if possible
- We are very happy with the school, staff and progress of our child.
- We have no concerns with the school

Pupils

- I think our school celebrates our achievements very well by things like sharing on Dojo
- Pupils can get lots of different activities in school and out of school
- It would be good if we could venture out of Knoydart more!
- I am enjoying learning Gaelic and think it is important to do
- I don't think Gaelic is important to learn in Inverie as people don't use it in the community
- It is very important to have visiting specialists and workshops because sometimes we need different people from our teachers to teach us things

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 | Choose an item. |
| QI 2.3 Learning, teaching and assessment | Good | Good | Choose an item. |
| QI 3.1 Wellbeing, equality and inclusion | Good | Good | Choose an item. |
| QI 3.2 Raising attainment and achievement/Securing children's progress | Good | Good | Choose an item. |

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

Continued focus on raising attainment in numeracy and literacy

- Talk for Writing training and introduction
- Comprehension- use of Epic 8
- Introduce Wraparound spelling
- Parental workshops
- Staff refresh training for Mathematics
- Embedding Basic Facts using the progression
- Making further use of Outdoor Classroom for Literacy, Maths and Numeracy learning

Health and Wellbeing

- Supporting Staff Wellbeing
- Build upon Cluster/Small Isles opportunities
- Re-establish Pupil Voice Group
- Ensure one community engagement event per term
- Ensure PE specialist visit 1 session per week
- Pupil Mental Health support
- Ensure on cluster link-up per term

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 www.mallaigcluster.org.uk or by contacting the school office