

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2022/23



**Inverlochy Primary and Early Learning and Childcare
Centre**

HIGHLAND COUNCIL

EARL OF INVERNESS ROAD, INVERLOCHY, PH33 6LS

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. This session, we worked closely with other schools locally in further developing our writing and assessment procedures. We also visited a school out with the area to learn about the playful learning approach they have adopted.

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. Our Young Leaders of Learning take on a lead role in helping us gather views.

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.

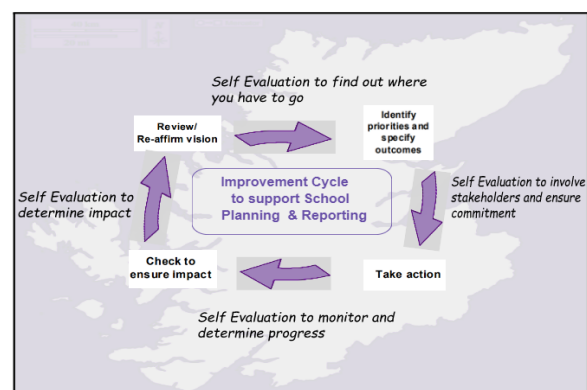
At Inverlochy, we are passionate about enhancing the curriculum for our learners and this session, this has included having: enhanced music provision at each stage with class band being taught for Primary 5-7, specialists visiting to help us master sports such as rugby and shinty, visitors to the school to inspire us (a local artist, authors, motivational speakers and the science centre to name a few) and utilising our wonderful community to support us in our learning (including learning to ski and swim). We care that experiences matter and as such, we also planned for our pupils to all have the same access to club time this session and we greatly enjoyed having trips to the cinema, museum, soft play and much more!

Together we are working hard to ensure the Inverlochy Primary and ELCC, and indeed 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 edlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Tanya Ross
Acting Head Teacher
Inverlochy Primary School and Early Learning and Childcare Centre



#IncredibleInverlochy

#EnhancingTheCurriculum

#TheJourneyCounts

#ExperiencesMatter

Adventure Compassion Curiosity Happiness Perseverance

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 92%		Average Class Size 21		Meeting PE Target Target Met				
Pupil Numbers 126 Primary 37 ELCC		Teacher Numbers 6 full time equivalent		Pupil Teacher Ratio 21:1				
N3 8%	N4 15%	P1 8%	P2 15%	P3 12%	P4 11%	P5 10%	P6 10%	P7 11%
SIMD Q1¹ 20%	SIMD Q2 20%	SIMD Q2 20%	SIMD Q3 20%	SIMD Q5 10%	Unknown 10%			
ASN² 22%	No ASN 78%	FSM³ 70%	No FSM 30%	EAL⁴ 12%	No EAL 88%			

2021/22 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Most

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

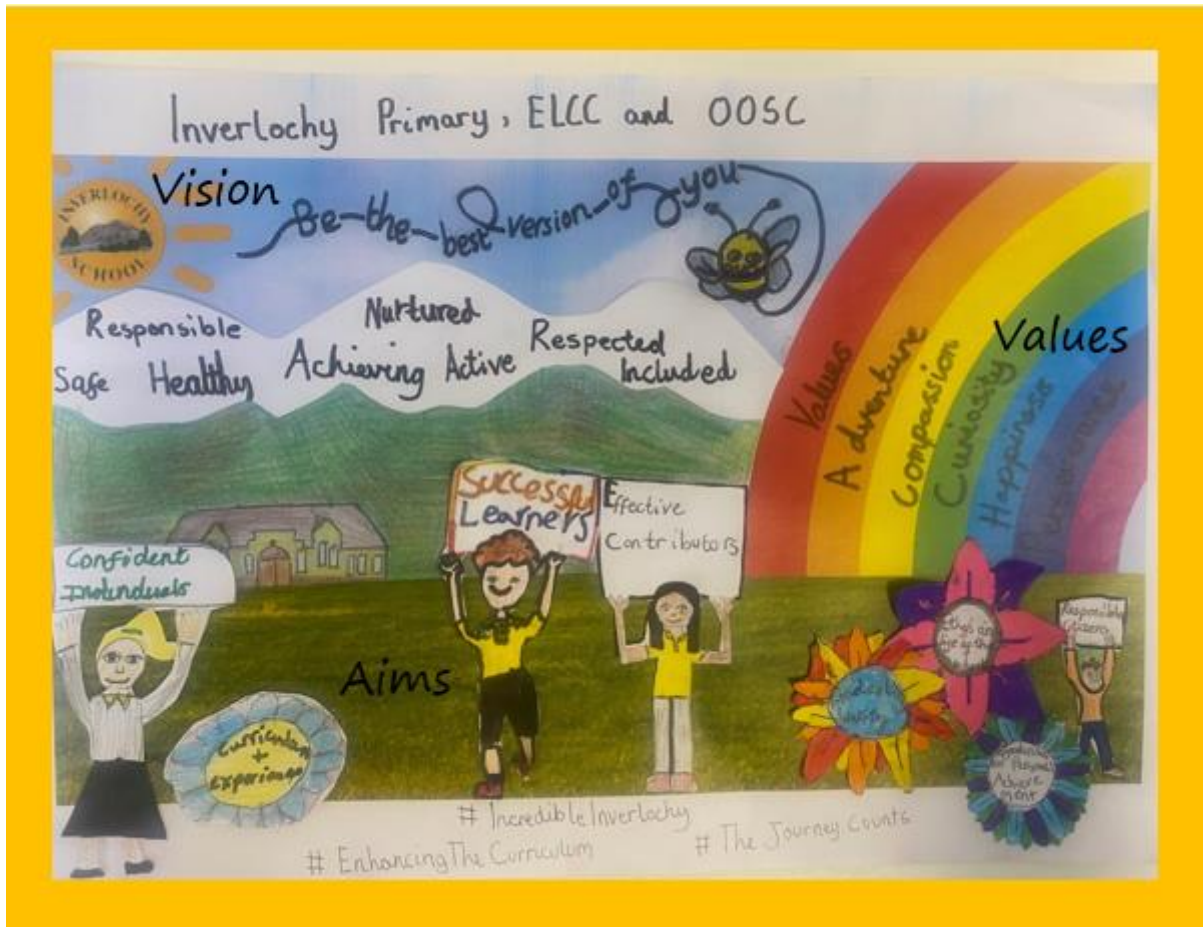
² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



Our Young Leaders of Learning updated our Rationale (above). They also created a video talking through the rationale and this can be found [here](#) or on our website at www.inverlochyschool.com.

Adventure Compassion Curiosity Happiness Perseverance

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 and Achievement in Reading

Purpose:

We focussed on raising attainment and achievement in reading. In doing so, we ensured that each child received motivating and high quality teaching and learning opportunities whilst being given the appropriate support and challenge where necessary.

Progress:

- ✓ All teachers are now effectively trained in using the Talk for Reading and Reciprocal Reading approaches, with these being delivered effectively across all primary classes.
- ✓ Teachers successfully share best reading practice with each other and support peers with learning visits to each other's classes and through professional dialogue.
- ✓ Set reading assessments are fully embedded in practice and used at least twice a year to monitor progress. Reading progress for each child is discussed at termly tracking meetings between the Head Teacher and teachers.
- ✓ The delivery of reading has been supported well this session by a 'Reading Champ' volunteer (ex-teacher) who visited weekly.
- ✓ Feedback shows that authors to the school have been well-received and valued by all.
- ✓ ELCC now use a freer approach to reading for enjoyment whereby story sharing can happen at any time.
- ✓ High-quality reading assessments are shared.

Impact:

- ✓ Overall, good progress has been made in this area with most pupils achieving at appropriate levels in reading for their age and stage.
- ✓ For targeted pupils, most have made notable progress. This includes pupils included in our aim to promote equity for all.
- ✓ Pupils and staff have responded positively to the Talk for Reading approach finding it to be systematic and engaging in its delivery.
- ✓ The Reciprocal Reading approach is successfully encouraging pupils to have greater independence and responsibility in reading roles.

Next steps:

- Ensure all teachers joining Inverloch Primary are training in the Talk for Reading and Reciprocal Reading approaches.
- Daily reading for enjoyment to be promoted and embedded in practice.
- Peer reading support to be established for assisting reading practice and skills development from nursery to Primary 3.
- More reading mediation work to be undertaken for targeted groups.
- A reading lending library to be created, promoting equity for all to read for enjoyment at home.
- Look further at reading teaching and learning practice, including creating further opportunities for looking outwards to compare practices with other schools and ELCCs.
- Plan for high quality reading assessments to continue to be shared with families.
- Raise profile of reading further, offering further opportunities to share achievement through challenges and sharing of successes.

Purpose:

Our focus was to aim for high-quality writing experiences to be offered for all pupils with attainment and achievement both being raised.

Progress:

- ✓ Teachers now feel confident in using the Talk for Writing approach to support learning. Learning visits to each other's classes, training and time for professional dialogue have proved to be valuable in supporting this.
- ✓ Valuable connections have been made with teachers from another local school in aligning assessment and writing practice along with sharing best practice.
- ✓ Assessment expectations in school are clear and progress is discussed at termly tracking meetings between the head teacher and teachers.
- ✓ Teachers are more confident in being able to analyse and respond to what assessment data shows.
- ✓ A successful writing intervention has been implemented in school.
- ✓ Teachers valuably engaged in professional enquiry projects linked to writing.
- ✓ A systematic phonics approach is effectively used throughout the school.
- ✓ Inverloch Primary has created an online Share Point for schools across the associated schools group to access and share writing resources.

Impact:

- ✓ Overall, the progress made in this area has been very good.
- ✓ Not only has attainment risen overall for writing but we currently surpass the Scottish national average and Highland Council's stretch aims, with over 80% of pupils achieving at the appropriate level for age and stage in each class.
- ✓ Of our pupils receiving targeted intervention in support of equity, all made evident progress with 22% managing to move up a whole Curriculum for Excellence level in one year.
- ✓ Teachers feel confident in delivering the Talk for Writing approach, noting that pupils also appear to be given confidence in the scaffolded approach, writing more and demonstrating a higher quality of writing.
- ✓ Pupil feedback and observations show that pupils are motivated by Talk for Writing and the new writing intervention, Rapid Writing.

Next steps:

- Continue to promote and celebrate writing success even more. The Young Leaders of Learning are looking into new certificates and rewards for celebrating writing successes.
- Responding to parental feedback, plan opportunity for a literacy-based challenge that links local schools.
- Ensure new staff are trained in using the Talk for Writing approach.
- Use the Pupil Equity Fund to support the delivery of the writing intervention.
- Continue to moderate writing assessments and monitor writing learning and teaching.
- Build in collegiate teacher time to link up with teachers out with our school to share best practice.
- Create a phonics/spelling progression.
- Review handwriting standards and procedures.
- Continue to use writing as a focus when discussing assessment data termly with staff.
- Invite parents into school to see the Talk for Writing approach in person.
-

Purpose:

This project was developed in response to dips in attainment in Numeracy at the Second Level across Highland.

Progress:

Content:

- ✓ Following implementing a new mastery approach to maths, Maths No Problem! and having maths as a School Improvement Priority over the last few years, we decided not to opt into this Highland development priority and rather, continued to focus on embedding our chosen new approach. Teachers are much more confident in using the mastery approach this session and along with attainment improving, pupils are now used to and talk favourably about the Maths No Problem approach.

Impact:

- ✓ Our numeracy results continue to be good, with most pupils achieving at the appropriate age and stage.

Next steps:

- Continue with Maths No Problem!, ensuring that all teachers joining school are trained to use this approach.
- Utilise delegated leadership to source and promote a Maths No Problem! mentor in the staff team.
- Build in further opportunities for playful learning and learning in the outdoors linked to Numeracy and Mathematics.

School Priority:

Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment

Purpose:

This project was developed in response to dips in attainment in both Literacy and Numeracy across Highland. There is variation in confidence across schools in using the Benchmarks.

Progress:

- ✓ Schools across the Associated Schools Groups met three times over the session to align assessment and moderation standards.
- ✓ Teachers have engaged actively with the moderation cycle over the past sessions.
- ✓ An effective assessment calendar is in place at Inverloch Primary and guides teachers on when to assess and how.
- ✓ Teachers met together to share best practice.

Impact:

- ✓ Teachers feel more confident and have more aligned standards for assessing and making judgements on pupil progress.
- ✓ Teachers effectively use assessment information to guide next steps.
- ✓ Assessments take place regularly at Inverloch Primary and this information is effectively moderated, reviewed and used to plan next steps.
- ✓ Attainment in our school is currently on an upward trend.

Next steps:

- Continue to facilitate opportunities for moderation of the assessment of pupil work to take place across the ASG each session.
- Ensure teachers have the chance to meet with stage partners to have valued professional dialogue, supporting assessment procedures and helping to support ongoing teacher professional development.
- Plan for continued termly tracking meetings between teachers and senior management to look at assessment data, analysing what it shows and using this to plan next steps.
- Establish a set assessment calendar across the ASG schools.
- Create termly snapshots of each class's assessment data for tracking purposes.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

- Writing intervention: Pupil and staff feedback shares that pupils value the presentation of the comic style writing intervention. Staff feedback supports that Rapid Writing has appeared to effectively support improved writing skills with its systematic approach and it certainly motivated pupils. The intervention contained a valuable spread of levelled workbooks. Attainment results suggest that Rapid Writing is contributing to improved writing attainment for the targeted pupils. This intervention would be worthwhile in continuing.
- Talk for Reading: Feedback from staff and pupils shares that Talk for Reading has been well received. Again, this approach is systematic in practice. The targeted group are responding to this approach though a reading intervention is required to help accelerate progress. An online reading intervention will be trialled next session.
- Maths No Problem! and Catch Up Numeracy: Teachers are confident in teaching the mastery approach to maths and this is contributing to progress being made for the targeted group. Pupils comment that they like Maths No Problem and know what is expected from it now. This approach should be continued. However, though data shows improvement all round, we have been limited with the amount of intervention we can deliver due to support staffing pressures.
- Breakfast Club: Average overall attendance is now at 92% and there have been notable improvements for many pupils but not for all. Feedback shows that Breakfast Club has been valuable for helping parents with getting to work at an earlier time. However, whilst this is true and it has supported a few children in settling into their school day in the format of a softer start, almost all of the pupils attending have good attendance regardless of Breakfast Club and not many of the targeted group of pupils attend. The Breakfast Club provision could be considered as a wraparound care service and family views for feasibility are currently being sought. A few pupils have been identified for individualised attendance support and attendance monitoring requires continuing across the school.
- Child Support Worker: Though 92% of the current cohort of pupils have improved according to their questionnaire responses, this session we have seen previous pupil candidates opting into drop-in sessions with a few also requiring some additional one on one input. Almost all pupils have participated well and given positive feedback. Two pupils have been reluctant in their participation, so their progress has been more limited. They would still benefit from similar input at a future date.
- Music Initiative: All children in the target group have received enhanced music provision this session with the pupils in ELCC, P1/2 and P5-7 all having the opportunity to perform to an audience and doing a great job in doing so!
- Clubs: Many clubs were offered this session and all were free. All required no resources to be purchased by pupils and were on site at school, mainly straight after school. To avoid any barriers to attending. A notable success was joining up with Cycle Scotland to deliver cycling for pupils from our targeted list and these children received cycling lessons, a free bike, helmet and gloves to keep. Several pupils who could not cycle ended up being able to cycle by the end of the unit.

Wider achievements

Coileanaidhean nas fharsainghe

Let's re-visit our vision statement and hashtags!...

Be the Best Version of You! We strive to meet our vision statement in everything we do. Some notable mentions this session include:

- Young Leaders of Learning: A team of P5-7 pupils work closely with Mrs Ross (Acting Head Teacher) to support the change in our school. In doing so, they regularly seek pupil, staff and parent views and feed these back to Team Inverlochty. Our YLOL also link up with Auchtertyre Primary School to share ideas and learn more about what is happening in other schools.
- With our values held close to our hearts, we celebrate these along with wider achievements at our regular assemblies.

Adventure Compassion Curiosity Happiness Perseverance

- For the third year running, we hosted the local Maths Bee which we established. Our pupils received high scores at this event.
- Yet again, we celebrated Scots poetry reciting at our annual Scots Factor competition in school.
- In recognition of the talent we have at Inverloch and pupil desire to compete locally, we have taken part in many local competitions this session including athletics, swimming, rugby, netball and badminton.
- Singing with the community around the Christmas tree in the village, to patients at the Belford Hospital and to residents in the nearby care home.
- Linking up with Care Connections to play games with visiting clients.
- Committees, whereby each child is part of a committee that looks towards developing our school or community.

#EnhancingTheCurriculum

- This year saw the introduction of tin whistle lessons at the P4 stage, now meaning that every stage at Inverloch from nursery to P7, receives enhanced music provision! We are passionate about music and very proud of the provision we offer. ELCC up to P3 spend time weekly with a singing instructor, P4 learn tin whistle with Mrs Ross and P5-7 participate in the class band project led by Mr Reynolds and Miss Thomson (Highlife Highland brass and woodwind teachers).
- Currently, P5-7 receive weekly sports tuition from a PE specialist, and we have the following sports also taught by skilled specialists: P1-7 shinty, P7 skiing, P6 swimming, P4-7 rugby, P5-7 football & P5-7 dance.
- In support of our literacy development work, this session we welcomed two authors and a motivational speaker to inspire our pupils.
- In enhancing the arts, a local artist and a drama specialist worked with our primary pupils.
- In showing off what we do to enhance the curriculum using the outdoors, we worked closely with UHI outdoor students this session for the second year running.

#ExperiencesMatter

We planned a series of engaging events this session, to treat our pupils and in support of equitable experiences for all, including:

- ELCC and whole school surprise cinema trip.
- Treasure hunts and scavenger hunts within the community.
- Club opportunities that managed to record 100% attendance for our pupils.
- Family sessions for pupils transitioning into P1 to be joined by parents.
- A robust transition programme for our Rising 5s and the future S1s.
- Christmas concert and music shows.
- Themed days such as World Book Day and Children in Need.
- Jubilant June full of treats such as visiting soft play, bowling, going on inflatables and getting the ice-cream van into school!

Comments from learners, families, stakeholders and staff

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

From our learners (as sought and recorded by our Young Leaders of Learning)...

What do you like best about Inverloch Primary?

INVERLOCH SCHOOL

- No homework!
- Assemblies
- The staff**
- The PSA's
- The library
- Playing
- The role play corner
- The lego
- Lots of PE opportunities
- The pitch!
- Visitors
- trips
- caring
- friendly

What could make school and nursery even better?

INVERLOCH SCHOOL

- Trim Trail repaired
- New goal posts
- Go kart track
- Repair pot holes in the pitch
- More trips
- vegetable patch
- more outdoor loose part resources
- tidy garden
- Having more teachers
- Chill -out zone



What do you like about Talk for Writing?

they like doing class story together

I have got better at writing more and having more ideas

acting out storeys

We like talking through our ideas before writing.

actions and storie map and making there on and they like the gruffalo

I am better at writing because the story maps and acting out help me

the best part is changing the story

storie wall, drawings, talking about what you are going to write about, the art work can help when we are thinking about are storie,

4 openers and they had to right a sentence and daily 30 mins on writing a little bit at the start of the day.

they like using story maps for helping us not forget the story use big writing starts and for vecop

the read nessle and they are writing there on storie and they get to change the storie

talk for reading talking a lot about story, its interesting what happens in pages

word from the week

word of the week

talk for reading

I like Talk for Writing and have got better at writing in PS!



What supports are useful for writing?

writing words on board

teacher models examples

steps in there writing, pictures, teacher and psa support,

good work is shared to the class to maybe give ideas to other people

promps, word wall, not having to do joined written

if you are confused ask a person next to you

teacher shares targets

word maps


ask a best friend

lexia nitro type and help type faster word banks help talk for writing spelling games

word mats

asking for help


the teachers and staff word banks like it when teachers help sound it out



What could make writing (including spelling and phonics) even better?

- writing good for doing it every day and make it harder
- play hang man and knots and crosses
- use the Chromebooks more
- time to free write
- crome book use ore
- more picture involved in talk for writing
- always doing it on chrome books
- having a bit more time, a bit more interesting,
- news writing helicopter story
- doing really hard words
- hang man
- use the Chromebooks more for spelling and writing.

From our families (as sought and recorded by our Young Leaders of Learning)...



What makes Inverloch Primary School, Nursery and Out of School so good?

- Children are happy at Inverloch and that's most important thing
- There is no separation and children get to mix through
- It's very welcoming
- Clubs
- Bigger ones looking out for little ones
- My child gets to come here!
- Everyone at school is friendly and everyone speaks outside school
- Very caring and friendly place
- Children get support and also support each other
- Maths Bee
- Such an inclusive school
- They like to buddy up and have chromebook time



If there is one thing you could add for Inverloch Primary school, Nursery and Out of school care to be even better what would it be ?

more science related things and literacy bees

More transition events for high school

Running track round the pitch

Even bigger pitch

Seed to Supper again

More football and shinty club time for all ages

Encourage more healthy competition with events against other schools

Art Show fundraiser re-introduced

Class projects shared again in hall



How do you feel about health and wellbeing in Inverloch School, Nursery and Out of school care ?
What experiences have you particularly rated?

Lots of support and no bullying

Magician was so good

Swimming is valued

Theme days

Class projects

Everything is so good

Have even more sporting events between schools

Keep offering clubs

Artist coming in was a favourite

Our staff participate in regular self-evaluation opportunities. Below includes some extracts from our staff Google Form responses:

- We have excellent training opportunities
- We support each other well as a staff in developing practice
- The writing, reading and numeracy approaches used are well thought of
- We value having the opportunity to link up with other local schools
- It is beneficial that we have opportunity to visit each other's classes
- Our safeguarding procedures are very good
- Clear procedures are in place for safeguarding and child protection
- We work effectively with other agencies
- Staff know pupils well
- We have a positive ethos in school
- We value the visiting specialists we see
- Children are at the centre of what we do

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	Very good	Very good	Choose an item.
QI 2.3 Learning, teaching and assessment	Good	Good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Very good	Very 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: Very good

We are confident in our capacity for continuous improvement.

We have robust self-evaluation systems in place and a clear plan for improvement that is shared with all in our school community. We confidently use data, feedback and observations in monitoring our progress. As a team, we are committed to progressing change and supporting each other in this journey. Our school holds our vision, values and aims close to our hearts.

#IncredibleInverloch

#TheJourneyCounts

#EnhancingTheCurriculum

#ExperiencesMatter

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

In 2023.23, are main priorities for improvement will be to further develop teaching and learning and to introduce more playful approaches to learning.

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](#) or by contacting the school office