



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2023-2024**

**Inver Primary School**



*Champions Committed, Helpful, Adventurous, Mannerly, Positive, Independent, Organised, Nurturing, Successful*

# 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%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2023-24. 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

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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**  
**96.3%**

**Average Class Size**  
**13**

**Meeting PE Target**  
**Target Met**

**Pupil Numbers (inc nursery)**  
**26**

**Teacher Numbers**  
**2**

**Pupil Teacher Ratio**  
**10.8**

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

There are 24 children attending the school ranging from P1- P7. P1-7 are taught in two classes, P1-4 and p5-7.

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

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 very good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. All children who face barriers to learning are making very 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

We have had no exclusions this year.

## 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:

### Highland Progressions

#### **Purpose:**

To develop consistency in learning, teaching, and assessment, across the three schools.

#### **Progress:**

##### Content:

All teaching staff worked with a stage partner to refresh their HNP training.

#### **Impact:**

- Observations through learning visits show greater consistency in the effective teaching of numeracy.
- Pupils able to confidently talk about the strategies they have used and explain their thinking.

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- Evidenced through our trackers, most children have made progress.

Staff familiarised themselves with HC literacy. Progressions and discussed ways these could be used to support planning.

- Listening to discussions, staff have more confidence in using the progressions.
- Through classroom observations and attainment meetings it is evident that staff have more confidence in making end of level judgements.

Talk for writing was embedded across the cluster, with all classes implementing it with their classes. Arranged sessions, planned model texts, discussed next steps and shared trackers.

- Staff now confidently share resources and moderate writing with stage partners, ensuring end of level judgements are more consistent.
- All pupils across the cluster show improvement in writing. All going up by one star, some a whole level. Talk for writing trackers now linked to class trackers showing termly progress

#### Next steps:

- Continue to use HNP strategies to support the teaching of numeracy and use the HNP baseline assessments in line with our assessment calendar.
- Arrange peer visits to support with talk for writing and numeracy strategies.
- Use the new trackers alongside class trackers during attainment meetings to record pupil progress.

School Priority:

## Moderation and Assessment

**Purpose:** To develop moderation and assessment calendar and systems across both schools in preparation for the new Campus.

#### Progress:

Content:

Knockbreck, Craighill and Inver staff reviewed the moderation cycle and carried out an evaluation using the Moderation Cycle Audit Tool.

#### Impact:

- A greater understanding of the standards and the expectations.
- Moderation and assessment calendar agreed and is being used by all staff.



Working with stage partners (Early, First, Second) they carried out moderation of High-Quality Assessment Tasks and Profiling.

- An agreed format for HQA was reached.
- HQA tasks were planned, carried out and moderated together.
- Increase in staff confidence making a judgement was noticeable from the termly discussions and notes taken.

All staff undertook HC Listening and Talking Training, carried out ASG moderation on the In-service day and moderated planning, tracking and assessment documents available.

- Increased confidence making a judgement towards achievement of a level.
- Evidenced through our trackers, most children have made progress in Listening and Talking.
- Increased knowledge of HC documents available for L & T to support planning, tracking and assessment.

#### **Next steps:**

- Update and embed the Moderation and Assessment Calendar
- Continue to work with stage partners to plan, carry out and moderate HQA's.
- Evaluate feedback from moderation activity and agree specific documents for tracking of Listening and Talking. Teachers own choice for documents to support planning.

### Purpose:

For staff and pupils to build relationships and work collegiately (it was hoped to build relationships with Inver's new cluster school but this didn't progress as planned)

### Progress:

#### Content:

All staff have successfully worked together on this year's SIP to develop an agreed HQA format and an agreed profile format.

PSA's have undergone training together, working on numeracy strategies in line with teachers training, as well as words up training to link in with Listening and Talking developments.

### Impact:

- Staff developed relationships with stage partners, meeting regularly to undertake HNP training and plan/moderate HQA.
- Staff more relaxed mixing at moderation activities arranged on In-Service days as well as stage partner meetings.
- PSA's more comfortable with each other
- DHT/ASN teachers comfortable leading training with all three schools combined.

### Next steps:

- Once new management arrangement for Inver is agreed, work on building relationships between all stakeholders.
- Plan separate Action 3 from current cluster school – working towards de-cluster.



## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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All pupils involved have improved. Phonological assessments show increase by 5.

Basic Facts assessments have also increased by 5

All pupils involved have improved within a level using HNP baseline assessments.

Half of the pupils involved have increased addition and subtraction/basic facts by one star.

The other pupil has stayed the same but improvement in confidence is evident through questioning.

## Wider achievements

### Coileanaidhean nas fharsainghe

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Inver won the girls Ross Shire schools Running Series with one pupil winning 3<sup>rd</sup> place overall.

Inver girls won the girls Ross Shire Schools Cross Country Competition – again one pupil winning 3<sup>rd</sup> overall.

Inver Primary School won the Tain ASG Dancing Competition

An Inver pupil was mathematician of the day at the Tain ASG maths event.

Inver were 'The most helpful team' at the Ross Shire Schools Football event.

## Comments from learners, families, stakeholders and staff

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

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#### Learners

100% of learners feel they are treated fairly and with respect.

100% are happy at school.

I always feel safe and happy at Inver Primary School

#### Parents

100% of parents state that their child/children enjoy being at school.

100% of parents feel the school knows their child as an individual.

100% of parents feel that learning experiences are at the right level for them.

100% of parents state that their child/children are making good progress.

Comments from survey

The best school ever.

The best we could wish for, goes above and beyond.

Couldn't ask for a better school.

#### Partners

It is such a joy to visit this school. The staff are really supportive and always very welcoming. The pupils are always polite, well-mannered and enthusiastic about attending their lessons.

Everyone at Inver steps up to make things happen often exceeding expectations. The staff have created a caring, nurturing environment where children can grow and contribute.

it is always an absolute pleasure to work with Inver primary as everyone is so welcoming to my offers of activity/opportunities within the school.

### **Staff**

Working in Inver Primary School is a joy. The staff care for and value each other and the children, which is evident in the children's behaviour. As a PSA, the teaching I observe is second to none, and I'm so proud of how hard the children work and how they treat each other. The kids get so many opportunities to take part in activities and always give everything their all.

As a new member of staff, I have been made most welcome and made to feel like part of the team. Good relationships between staff and pupils contribute to excellent behaviour from pupils. -I am very happy at work and other staff seem to feel the same. Staff feel valued and supported. The Head Teacher is very approachable should there be any issues.

The PT takes time to hold weekly discussions with me. Therefore, I know, every week, what learning experiences I am planning to deliver to the children.

We also discuss / assess learning outcomes, and plan next steps.

## **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:

	<b>ELC</b>	<b>PRIMARY</b>
<b>QI 1.3</b> Leadership of change	Choose an item.	Good
<b>QI 2.3</b> Learning, teaching and assessment	Choose an item.	Very good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Choose an item.	Good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Choose an item.	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**

Increase staff confidence with HNP and HC Literacy Progressions

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Raise attainment in Literacy and Numeracy

Improved use of data to plan learning, raise attainment and support teacher judgement,

Staff to become familiar with using the new report format on Seemis.

Review current practice for play and outdoor learning and implement next steps.

## Planning ahead A' planadh air adhart

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Full details of the school's 2024/25 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 Louise in the school office.