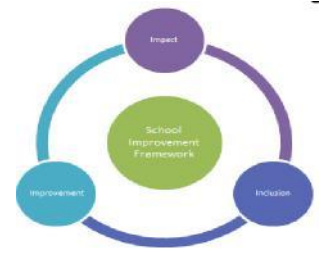




Extended Learning and Achievement Visit Report Inchview Primary School 8/9 May 2018



BACKGROUND

The purpose of this visit was to support the school in the process of self-evaluation. The visit was conducted by two Quality Improvement Officers from Education and Children's Services and three peer Headteachers and an Early Year's Centre Leader. The themes subject to scrutiny were based on core Quality Indicators from 'How good is our school?' (4th edition).

Information was gathered from visits to classes, scrutiny of data, records and children's work, discussions with children, parents and staff, and other evidence of learning

In Inch View Primary School the senior leadership team (SLT) comprises a Headteacher and 3 Depute Head Teachers, a Principal Teacher (ASN) and a Centre Leader of Nursery. At the time of the visit the school had a pupil roll of 368 children, organised across 15 classes, 137 children attending Nursery and 15 children within the Specialist provision. At 94%, pupil attendance for session 2016-17 was in-line with the Perth and Kinross average of 94%.

ACHIEVEMENT

At June 2017 the majority of children in Primary 1 achieved early level in literacy and numeracy. At Primary 4 the majority of children achieved first level across literacy numeracy. In Primary 7, the majority achieved second level in all aspects of literacy and mathematics. Information available shows that attainment is variable over time at Primary 1 and 4. Over time the attainment of last year's Primary 7 cohort has increased since they were in Primary 4

Learners at Inch View Primary School are confident and motivated to learn. They feel that they are treated fairly and are proud of their school. Learners benefit from a range of experiences. During the visit, the children who attended breakfast club were involved in sampling foods through a French breakfast. All children recently participated in a non-uniform day organised by pupils to raise money for cancer research. The school have taken part in the Community Warden and Rotary Quiz, Cross Country Championships and Walk to School Week. They recently engaged with partners to provide taster sessions in activities such as judo as part of their plan to increase wider achievements and after school clubs on offer across the school.

The staff have a good understanding of the learners that attend the school and have appropriately identified target groups. Using data available regarding their learners' attainment and achievement there is a focus on literacy to support learners. The school used the Perth and Kinross tracking and monitoring spreadsheet as a basis for discussion between teachers and SLT to target support across the classes. They have started to collect data regarding progress made by individuals and groups and now need to track and monitor support interventions in a robust manner to ensure progress in learning positively impacts on attainment and achievement.

The Headteacher has improved links with the Community Learning Development (CLD) team and has plans to further develop engagement to support families across the school. A weekly group has been successful in engaging with mothers and a number have gone on to study and develop their skills through the work with this group. A family club is supporting families particularly over the winter months with activities such as cooking.

LEARNING

The school benefits from a high quality learning environment. The large gym hall, library, tennis courts and muga are used well to provide a range of experiences for learners. The close links with CLD workers and Wrap Around Care staff based in the school and family rooms mean that children, parents and community groups are well supported within this school environment. The school has recognised the need to use the nearby wooded area and parkland to develop outdoor learning to enhance the experiences of learners across the school.

There is a positive ethos across the school, relationships are good and almost all children show a willingness to engage in learning activities, with each other and school staff. There is a House System in operation to encourage positive behaviour and a sense of belonging. House and individual achievements are celebrated during assemblies. Where children are given the opportunity to exercise responsibility and contribute to the life of the school, they do so well. Primary 7 pupils stated that they were proud acting as Primary 1 Buddys and enjoyed the experience. There is scope to enhance the pupil leadership opportunities across the school to further develop community, pupil voice, working together and skills development.

In almost all lessons observed the learning is appropriate, effectively shared, understood and referred to. In most lessons explanations and instructions were clear, they build on previous learning and real life experiences, learners' responses are valued, encouraged and built upon and have the opportunity to achieve within an activity. Learners are treated with equality, fairness and respect. In the best of lessons observed; learning is well planned and sustains motivation and attention, there were high expectations and aspirations for all learners, support and challenge for all was evident and the pace of learning responds to the needs of the learners. Learners we talked to were able to tell us about learning intentions and stated feedback was helpful and made them feel good about their work. Some learners stated that the work they were completing was 'too easy' and that they didn't have opportunities to tackle trickier tasks. Learners are able to influence learning through the use of big question and little questions around a topic. It is essential that the school ensure consistent approaches for involving children in their learning through the use of assessment for learning procedures such as sharing success criteria, peer and self-assessment and identifying their next steps in learning. This could be achieved by further developing the use of the visible planning approach and introducing greater opportunities for pupils to reflect upon their progress in learning.

All staff are committed to meeting the needs of learners. Staff across the school have a clear understanding of the social, economic and cultural context of the school community and are increasing their understanding of how this impacts on their individual learners. They are nurturing, caring and create positive classroom environments. The children we talked to feel valued and supported. Child protection, additional support needs and safeguarding policies are in place which reflect the most recent legislation and are scrutinised on a regular basis. Staff have a good understanding of child protection procedures and risk assessments are in place, where appropriate, to ensure young people are safe and secure whilst at school. Pupils we talked to stated that they felt safe, included and listened to in their school. They were familiar with the wellbeing web and talked about using this to reflect upon their health and wellbeing.

Children's additional support needs are identified effectively across the school and are supported through Child's Plans and Individual Educational Programmes as appropriate. It would be beneficial for the SLT to create a robust approach to updating information to tracking and monitoring of needs of children with greater involvement from key staff across the school. Further development of the use of Child's plans as working documents to support all levels of planning will enhance consistent approaches and impact across the school. Support staff are committed and use their individual skills to support pupils across the school. They work closely with class teachers and communicate daily. Where possible support staff are involved in planning for pupils and they know about pupil Individual Educational Programmes and the targets within them. Their impact on learners will be further enhanced by the newly set up support staff meeting with the SLT to aid communication and coordination of their

work. There are elements of very good practice across the school in terms of supporting inclusion and it would be beneficial for this practice to be shared across the school to achieve more consistent approaches. This would support developing a whole school shared understanding of the stages of intervention and support within classrooms to meet the needs of all learners including the most able. Staff should now seek to further develop their awareness of how to identify and support specific barriers to learning including how to best support pupils with English as an Additional Language (EAL). This shared understanding should lead to a review of practice and arrangements for how support staff allocation is prioritised. Impact of planned interventions should be tracked and monitored in a coherent way.

Within the nursery, the learning environment allows all children and parents to feel welcome and included. They are supported by staff to understand the vision, values and aims of the setting. There is a shared understanding of children's rights and this is embedded into practice. Getting It Right for Every Child principles are embedded and the Wellbeing indicators are used in a meaningful way to support children's care, learning and development. All practitioners feel valued in their work and are confident they can receive support should they need it. Almost all children make very good progress through high quality experiences that promote holistic learning and children's individual achievements are recognised and celebrated. Aply led by the Centre Leader, staff should continue to develop their role in supporting high quality play in a responsive way to meet children's needs and interests. Approaches to building up children's learning profiles must be consistent. A system for tracking progression would support this along with fewer and clearer next steps shared with parents and children.

The SLT have identified the need to develop Inch View's Curriculum Rationale to reflect the unique nature of the campus and its catchment. Along with a review of the vision, values and aims; this would bring consistency of approach and a shared understanding of the learning and teaching approaches most suited to the school's context. The school has a clear understanding of the need for learning pathways and have recently undertaken work in collegiately developing a pathway in literacy. They should now ensure that they have a clear pathway in numeracy and health and wellbeing. Across the Local Management Group staff have participated in professional learning networks with a focus on moderation in writing. Recent development to improve writing across the school is beginning to impact positively on the teaching of writing across the school. Staff are beginning to use writing criteria to support the assessment of a level in writing. The school needs to further develop assessment procedures in other curricular areas and in doing so engage more widely with Education Scotland's Benchmarks in supporting professional judgements of achievement of a level.

LEADERSHIP

The Headteacher demonstrates a clear commitment to her vision for Inch View Primary School. The staff are supportive of the Senior Leadership Team's drive to improve the school. The newly formed SLT roles, responsibilities and remits will support the increased effectiveness of the new SLT. As planned by the Headteacher, all stakeholders should now be involved in working together to create a vision for the whole school community.

SLT monitoring learning and teaching approaches now include feedback to individual teachers regarding to quality of learning experiences. This feedback focusses on specific areas for improvement creating the opportunity to improve practice over time. The SLT should ensure that this process now supports a robust approach to improvement.

All staff have been involved in undertaking activities to evaluate the work of the school in order to identify strengths and areas for improvement. They have reflected on progress against outcomes and this involvement now needs more rigour to ensure that this evaluation is based on rich data. Information has been collected and collated but needs to be analysed as part of the improvement cycle leading to a clear impact on learners. A strategic approach should now be taken to providing opportunities for focussed collegiate working and professional dialogue connected to school

improvement priorities. Teachers should regularly evaluate their impact on learners. The school is now well placed to ensure robust self-evaluation processes with a focus on impact on learners.

Parents we talked to stated that they welcomed steps taken to improve communication across the school and were appreciative of all the work undertaken in support of their children. They described positive relationships and were happy that the staff had such a caring attitude towards their children and as a result they loved coming to school. They would like to see more consistent approaches across all classes in terms of communication and homework. Parents specifically mentioned being kept up to date with progress towards School Improvement and knowing what staff worked on during In-Service Days. Parents were recently asked for their views on the work of the school and there are plans in place to take forward work in areas identified for improvement. Parents need to be involved in self-evaluation and school improvement on a more regular basis.

The Pupil Council has recently been re-established and this group are motivated by their role. They were eager to influence their school and be more involved. Some learners we talked to were aware of the school improvement plan. There is scope to increase knowledge of improvements so that learners can be involved in evaluating progress against planned improvements.

Strengths

- Headteacher's clear direction, focus on improvement and vision for the school.
- The very high quality learning environment which is provided by the school building.
- Children who are confident, well-behaved and eager to learn in a calm purposeful environment
- The ethos and culture of the school where children feel safe, treated fairly and are happy to learn in school.
- The strong sense of team work and supportive culture across the school. Staff demonstrate commitment and are motivated to work to improve outcomes for learners.

Areas for improvement

- The whole school cycle of self-evaluation and quality assurance should involve pupils, parents and partners and should now be planned to ensure robust evidence of impact of learners' achievement and attainment.(by December 2018)
- Develop a learning and teaching policy that sets expectations of practice across the school including involvement of children in planning learning. (by October 2018)
- Develop an assessment framework including how the use of assessment for learning strategies and Education Scotland's National Benchmarks will support teacher professional judgement. (by April 2019)
- Further develop approaches to tracking and monitoring of individuals and targeted groups to ensure a focus on ensuring appropriate challenge at a pace. (by December 2018)
- Further improve universal and targeted support by developing staff awareness of how to identify and support specific barriers to learning and implement effective learning and teaching strategies to meet the needs of all learners. (by February 2019)

Conclusion

Children, staff and parents at Inch View Primary evidence a pride in their school and in the quality of education it provides. Building on the key strengths identified below, the school should now address the areas for improvement, including them in the planned improvements for session 2018-19. Education officers will visit the school again within a year of the publication of this report to validate the school's own report on how well it has taken forward the main areas for improvement.

[HMI Report](#)

Responsible Officer: Bernadette Scott, Quality Improvement Officer

Email: BMScott@pkc.gov.uk

Telephone no: 01738 476332