

Inch View Primary School

Standards and Quality Report - Session 2018-19



The purpose of this report is to share information on the impact that school improvement actions have had on pupils' learning and progress over the course of this session. It also states our self-evaluation grades for key quality indicators taken from "How Good is Our School 4?"

School Aims:

- To feel welcome and included in a safe, respectful and nurturing ethos
- To value culture and individuality, promoting equal opportunities for all
- To provide a curriculum which recognises and supports a variety of need and allows each child to become a successful and independent learner
- To provide meaningful opportunities to develop skills for learning, life and work within our school and local community
- To encourage a growth mindset in order to inspire each individual to achieve their best
- To promote positive relationships between pupils, parents, staff, partner agencies and the community where everyone is actively involved and valued

(This report has been produced in consultation with staff, pupils and friends of Inch View Primary and Nursery School)

Leadership (National Improvement Framework Drivers: School Leadership, School Improvement and Parental Engagement) Quality indicator 1.3 Leadership for Change has been graded as satisfactory.

- A robust approach to monitoring learning and teaching has been further developed with moderation at Senior Leadership level to ensure consistent approaches across the school.
- We have provided a range of leadership opportunities to all staff to take forward developments in school.
- We have reviewed our vision, values and aims with all stakeholders #readyfortomorrow and as a result staff have a shared understanding of this and are invested in working towards our shared goals.
- The improvement priorities and identified staff needs have been addressed by a well-planned and responsive collegiate calendar which has ensured collaborative development across the team to enhance our curriculum at Inch View.

ATTENDANCE, ATTAINMENT AND ACHIEVEMENT Quality indicator 3.2 Raising attainment and achievement has been graded as good.

Attainment

- The majority of P1 learners will attain early level in session 2018-19. In P4 majority children will achieve first level. In P7 the majority of children will achieve second level. For this cohort the attainment has increased significantly since last session. Over time the attainment of learners from early through to second level has increased by approximately 10%.

Attendance

- Attendance and lateness have improved since last year due to a renewed emphasis on PKC attendance procedures and a relentless focus on communicating the importance of school to all stakeholders.

Achievement

- There is a marked increase in the participation levels in the wider curriculum after a pupil consultation regarding the clubs learners would like. A range of clubs delivered by teachers have been well attended and have enhanced the ethos and life of the school.

ATTENDANCE, ATTAINMENT AND ACHIEVEMENT Quality indicator 3.2 Raising attainment and achievement has been graded as good.

Learning (National Improvement Framework Drivers: Teacher Professionalism, School Improvement and Assessment of Children's Progress) Quality indicator 2.3 Learning, teaching and assessment has been graded as good.

- Teachers are now aware and using the pathways to plan learning therefore there is an increased awareness of progression across CfE levels.
- Using the visible planning approach has allowed learners to develop their understanding of the learning process and engage in the language of learning to reflect on their progress and outline their next steps.
- New processes for tracking and monitoring, together with robust meetings between teachers and SLT, have focused staff on using benchmarks to identify achievement of a level and the barriers to learning. Planning is therefore more effective in meeting the needs of all learners.
- Support staff continue to engage in a range of professional learning and enquiry in line with personal targets and school improvement priorities. This has afforded them opportunities to lead interventions and support learning across the classes. They are all now placed to engage in restorative conversations with learners.
- A range of leadership opportunities have been introduced throughout the school including Pupil Council, Playground Squad, Language Ambassadors and Digital Leaders. This has positively impacted on the development of skills for learning, life and work. Those involved know and understand the role of a leader. Our digital leaders support and enhance the teaching of IT. They manage resources and support learning in across the school.
- Learners are engaged in dialogue with class teachers and peers and are able to identify their progress and next steps in learning; promoting independent, reflective learners.
- Development of summative assessment procedures have allowed for a more data rich holistic overview of individuals in core learning.

Evaluation of the impact of the school's actions to improve excellence and equity. Quality indicator 3.1 Ensuring wellbeing, equity and inclusion has been graded as good.

We have:

- There is a consistent understanding across early level of what best practice looks like with a key focus on high quality child centred responsive play.
- The use of outdoor learning to enhance the offer to learners has been developed with focus groups and across Primary 1. This has allowed learners to develop skills and provide continuous provision experiences in the early years.
- A variety of interventions funded by the Pupil Equity Fund have been implemented (Power of 2, Wave 3, Hi-5, early intervention) to support and enhance core learning. Staff have reported greater confidence in learners and increased levels of engagement as a result

Improvement priorities for session 2019-2020 Inch View Primary School has very good capacity for continuous improvement and will continue to work with its school community as it strives for excellence and equity for all pupils.

- Embed the learning and teaching policy throughout the school to include a range of innovative and creative learning experiences which include outdoor learning and focus on the role of the adult, effective lesson structure and differentiation.
- Engagement in and consistent approaches using AifL strategies next session will enhance and support staff's understanding of feedback and further develop the language of learning for all.
- Launch an online profiling system to all parents as a learning tool using the protocol currently being developed collegiately.
- Provide parental engagement opportunities including family learning and reporting progress in a variety of different ways.