



Inch View Primary School

Standards and Quality Report - Session 2022-23

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?" The report has been produced in consultation with all stakeholders.

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

Attendance

Attending school and arriving on time are essential for pupil progress in learning and development. The average pupil attendance rate for 2022-23 is 89% which is below the PKC (Perth and Kinross Council) average of 92.4% but an overall increase of 1% from last session. Support from our Community Link Worker and Community Learning Assistant has impacted on attendance and lateness issues whilst supporting parents/carers to find strategies to encourage and support better attendance at school. We hope with this continued support to see a steady rise in attendance and lateness.

Attainment

The majority of learners in Primary 1 and 7 have achieved national standard at the appropriate levels in Literacy and Numeracy. The majority of P4 learners have also achieved First Level in Maths and Reading, however less than half achieved first level writing. These learners have an identified additional support need, and many have English as an Additional language. Attainment over time has increased in P1 and P4 across all areas of the curriculum.

Achievement

- All teaching staff undertook training supported by the Inspiring Schools Team to widen their knowledge and understanding of assessment practices as part of the learning, teaching and assessment cycle and critically reflect on their thinking and practice.
- Training for support staff through the year focused on strategies and tools for scripting and de-escalation techniques to support dysregulated children both in class and in the playground. This has enabled staff to deal with issues more confidently and in a consistent manner. They have also attended a variety of training session on interventions and strategies to gain a better understanding of supporting literacy lessons.
- We were successful in our bid to the Scottish Government School Library Improvement Fund through a whole school launch of Neeps and Tatties Project. This allowed us to foster community cohesion through a love for storytelling, reading and celebrations of cultural diversity and heritage. Families from across the school commented on our inclusive, welcoming and diverse community as a result.
- Our Parent Council continues to support and work alongside the school. Regular Parent Council meetings keep parents up to date with their work and the life and work of the school. They have helped greatly in keeping the cost of the school day down by providing funds to subsidise a variety of activities and resources throughout the year.
- Staff have received bespoke training on digital technology to support their knowledge and understanding of the use of iPads to enhance learning and teaching in the classroom.
- Most children are now familiar with several Articles of the CRC (Convention on the Rights of the Child) and can talk about the rights they enjoy.
- A whole school improvement project to review ways in which the four capacities were at the forefront of learning and teaching took place in Term 3. This resulted in refreshed policies on profiling, medium-term planning and learning walls.
- All staff have taken part in the National Trauma Training Programme. The material from the programme has enabled staff to feel more confident in working with pupils who may have experienced trauma. This training also gave staff the opportunity to consider their own wellbeing and how to manage this in the workplace.

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.

- All staff have undertaken Circle Inclusive Classroom Scale several times throughout the year. This has informed levels of engagement and readiness to learn across the school. For those who require a soft start to school support staff have been able to offer a nurturing breakfast and wellbeing check to ensure they are ready to return to class and ready to learn.
- All classes are now able to access class sets of iPads which has resulted in greater engagement in both literacy and numeracy with a particular focus in the middle school. The use of digital literacy has improved accessibility and engagement for all but particularly those with additional support needs.
- One class teacher and two members of the leadership team completed training with CYPIC in cohort 1 of the National Improving Writing Programme. The focus of the training was on improving writing attainment through daily writing and using QI tools to closely assess and track progress. Stretch aims and teaching aims are used to focus the teaching within the classroom and measure impact.
- We have seen a marked increase in parental involvement and engagement during open afternoons, Class Assemblies, school excursions and events which allowed us to share learning, report progress and achievement in a variety of ways.

Leadership Quality Indicator 1.3 Leadership of Change has been graded as good.

- We have accurate data about the quality of learning and teaching and the attainment and achievement of all learners through regular, focused planning and tracking meetings with all teachers.
- Class teachers have organised, led and delivered collegiate sessions and all teaching staff have been involved in working parties which have planned improvements in planning, profiling and sharing learning.
- Staff have led and delivered a range of afterschool clubs to support our improvement priorities. This has resulted in a greater uptake of after school activities and increased opportunities for physical activity and participation in competition.

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.

- Employing our Learning Resource Assistant has enabled an increase in engagement in reading at all levels and developed a culture of reading for pleasure. We have developed a culture of reading for pleasure as a result.
- Most learners benefitting from PEF (Pupil Equity Fund) have achieved on track at national standard or are making very good progress towards national levels. Their progress is monitored closely, and staff are very responsive to their needs.
- Targeted groups from P4-P7 have had Writing Interventions from the National Improving Writing Bundle. This has massively increased engagement and enthusiasm in writing for these pupils and it has enabled some pupils to achieve First or Second Level earlier than predicted.
- Community engagement has increased as a result of our Community Café which has targeted specific groups to teach a range of skills whilst increasing community footfall in the Campus and engagement with a range of partners from Community Learning and Development, NHS and parents/carers.

Improvement priorities for session 2023-24

- **Raise attainment in writing with a particular focus on the middle school learners.**
- **To increase knowledge and understanding of teaching staff in achievement of a level in writing and work closely with local schools to ensure consistency in judgements.**
- **To undertake whole school training in Nurturing approaches.**

Inch View Primary School has very good capacity for continuous improvement and will continue to collaborate with its school community as it strives for excellence and equity for all pupils.