

# Inchture Primary School Standards and Quality Report - Session 2019/20



**How Good is Our School?** (National Improvement Drivers: Assessment of children's progress, School improvement and Performance information)

**Our inspection from HMIE in December 2019 verified our self-evaluation:**

1.3 Leadership of Change	<b>Very Good</b>	2.3 Learning, Teaching and Assessment	<b>Good</b>
3.1 Improving wellbeing, equality & inclusion	<b>Very Good</b>	3.2 Raising Attainment and Achievement	<b>Good</b>

**Attendance, Attainment and Achievement** (National Improvement Drivers: Assessment of learners' progress, School improvement and Performance information)

### Attendance

Attendance at Inchture Primary School, up until March 20th 2020, for 2019/20 was 96.7% with 2.1% authorised absence and 1.2% unauthorised absence. This has improved on 2018/19.

### Attainment

Almost all P1s have achieved Early level in Literacy and most have achieved Early level in Numeracy. Most P4s have achieved First level in Literacy and Numeracy. Most P7s have achieved Second level in Literacy and Numeracy.

### Achievement

Scottish Government Pupil Equity Fund has allowed us to begin to close the attainment gap in literacy and numeracy for identified learners.

Our HMIE report (December 2019) rated our Nursery as **good** for Leadership of Change, Learning, Teaching and Assessment, Securing Children's Progress and Ensuring Wellbeing, Equality and Inclusion.

HMIE identified our Feel Good Friday programme delivering health and wellbeing through collaboration between teachers and P7 pupils to P1-P6 as practice worth sharing nationwide.

The majority of our learners took part in our school Scots language poetry recital competition.

Our football and netball team have had successes within the local authority and have been acknowledged out with and within the school for their manners and good sportsmanship.

Our older pupils took part in the annual St Andrew's day of dance.

Many summer sporting events and the GLEE competition that the children normally participate in were cancelled due to the Covid 19 pandemic.

**Learning** (*National Improvement Framework Drivers: Teacher professionalism, School improvement and Assessment of learners' progress*)

- Throughout the school there are positive relationships between staff, children and peers. The recent focus on promoting positive relationships is resulting in a very high standard of behaviour.
- Across the school, children enjoy learning, are enthusiastic and keen to learn.
- Children feel that adults actively seek their views and opinions. They are eager and active participants in school life.
- The purpose of learning is shared routinely with children and in almost all lessons, children are clear about how to achieve success. There is appropriate challenge in most lessons.
- Digital technologies are used effectively to enhance learning at all stages.
- Quality feedback from teachers supports children to improve their learning and self, peer and teacher's assessment is evident throughout the school. Assessment is an integral part of planning for learning.
- Children are confident in speaking about teacher's feedback which supports them to know what they have learned well and what they need to improve.
- Learners are involved in all aspects of planning, which motivates children in their learning and supports them in asking questions to further their thinking.
- Staff identify interventions effectively and plan next steps for learners.

**Leadership** (*National Improvement Framework Drivers: School Leadership, School improvement and Parental engagement*)

- Children, particularly in the upper stages, have a strong voice and are integral in improving the school through the Pupil Voice group, the Eco, Health and Wellbeing and Citizenship groups.
- A culture of collaborative leadership at all levels allows staff to take forward improvements identified for the school and ensure high standards and success for learners.
- Staff are very outward looking and regularly visit other schools, with a focus on improvement. Staff share their learning within school and across schools in the local authority.
- All stakeholders have a good understanding of the visions and values of the school '**strive to be the best you can be**'. Children share confidently how the vision and values are evident throughout all aspects of school life.
- Parents support the school improvement journey through formal parent council links and helpful involvement in many aspects of school life. Their views are sought regularly through questionnaires.

**Capacity for Continuous Improvement**

- The school has the capacity to continue to improve. There is a culture of collaborative leadership at all levels through the school, which allows all staff and pupils to initiate key change and lead aspects across the school. This is turning the shared vision into a sustainable reality.

**Evaluation of the impact of the school's actions to improve excellence and equity**

We:

- Have a strong and sensitive focus on individual needs and children's wellbeing. Equity is a strength of the school.
- use a range of approaches to overcome potential barriers to learning, participation and achievement and children with potential barriers to learning are supported well.
- ensure that all children have access to literacy, numeracy and sensory support boxes which allows them to manage and direct the support they need.

**Evaluation of the impact of the school's home learning engagement during Covid 19 Pandemic**

The school was well placed to deliver home learning following a school improvement focus of digital learning and the developed use of the SeeSaw app for sharing learning with parents. We have had on several occasions 100% engagement in learning across the school with an overall average of 74% to 97% across the school from 23<sup>rd</sup> March to date.

**Improvement priorities for session 2020 -21**

Due to the period of school closure, because of the Covid 19 pandemic, some aspects of our School Improvement plan for 19-20 have not been completed this session and this will continue in to next year after a priority of:

- Supporting pupils in their return to school. This will include a primary focus of health and wellbeing across classes and through individual support where needed. Then a focus on literacy and numeracy which will include the necessary reinforcement of learning.
- Developing a blended learning approach that supports children in learning in school and at home.