



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

**2023-2024**

## Inshes Primary School



At Inshes Primary we respect each other. We value everyone's qualities and everyone is included as part of the TEAM. We work in partnership with others and listen to everyone's views in an honest and encouraging way. We aim to move forward striving for excellence amongst all learners.

# Introduction: Local and National Context

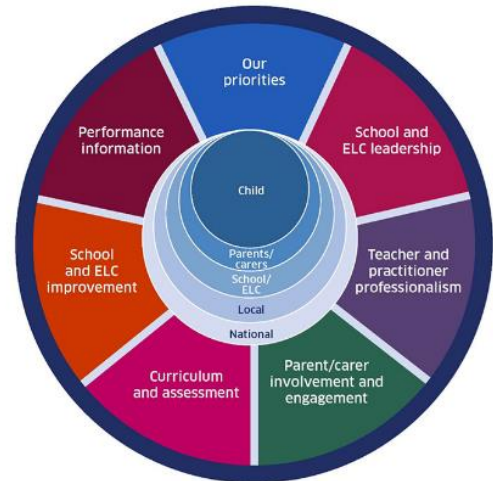
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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:

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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

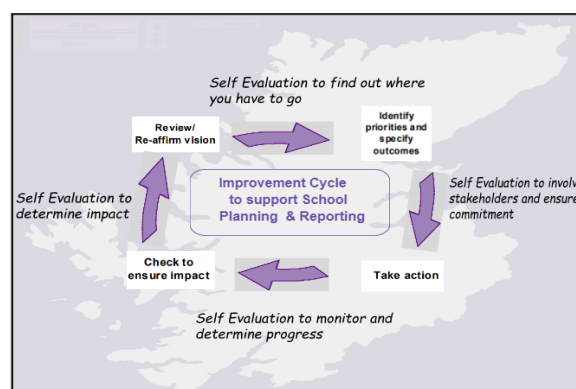
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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.

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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.

Meg Snedden  
Head Teacher  
Inshes Primary School

## School Profile

### Pròifil na Sgoile

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  
95.4%

Average Class Size  
27.4%

Meeting PE Target  
Target Met

Pupil Numbers (inc nursery)  
379 (+ nursery 81)

Teacher Numbers  
13

Pupil Teacher Ratio

N3  
25

N4  
56

P1  
12%

P2  
14%

P3  
8%

P4  
22%

P5  
16%

P6  
13%

P7  
18%

SIMD Q1<sup>1</sup>  
0-10%

SIMD Q2  
0-10%

SIMD Q3  
0-10%

SIMD Q4  
60-70%

SIMD Q5  
10-20%

Unknown  
0-10%

ASN<sup>2</sup>  
40-50%

No ASN  
50-60%

FSM<sup>3</sup>  
70-80%

No FSM  
20-30%

EAL<sup>4</sup>  
0-10%

No EAL  
90-100%

2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Majority

Writing

Majority

Listening and  
talking

Most

Numeracy

Majority

We have had no exclusions this year.

<sup>1</sup> SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

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- ✓ All teachers had training in how children learn and linked pedagogical approaches to improve learning and teaching
- ✓ All teachers implemented Explicitly Teaching Writing approaches with opportunities for professional dialogue and shared planning
- ✓ Teachers and pupils have inputted to the refreshed writing policy
- ✓ All teachers were able to moderate writing both within the school and as ASG
- ✓ Data for session 2023/24 shows some improvement in all areas of literacy and in numeracy
- ✓ There has been improvement in the school's writing data at P1, P4 and P7
- ✓ Teachers and pupils have spoken positively about the new approaches in writing
- ✓ Confidence has grown in use of HLP materials for assessing writing and moderation with colleagues is developing consistency in achievement of a level
- ✓ Good progress was made in this area of developing pedagogical skills and moderating with colleagues

**Next steps:**

- Further training in Explicitly Teaching Writing in the SIP will provide opportunity for further development of professional practice in this area
- There will be further professional engagement with areas of pedagogical practice not covered in session 23/24 and with explicit links to writing lessons
- All staff will use the new writing policy to inform planning, teaching and assessment
- SLT will capture pupil voice on writing during session and monitor progress in this area, including ACEL, national assessment data and jotter sampling
- Moderation of planning and assessment of writing for session 24/25 - in school and ASG to further increase teacher judgement, ensure consistency of CfE levels and raise attainment for all
- Teaching staff will have opportunity to develop aspects of literacy in working groups to impact achievement and further develop professional capital, eg effective use of reading resources linked to writing, developing teaching of spelling approaches

**School Priority:**

**Whole School Approaches to HWB**

**Purpose:**

Inshes has achieved Silver RRSA and is working towards achieving Gold. This priority was to ensure that the UNCRC formed a core part of the school's re-evaluation of its positive relationships policy and approaches, its teaching and learning within HWB and its whole school vision refresh. The whole school approaches to HWB aimed to further pupil participation, develop greater systems for enhancing and recognising personal achievement and provide skills progression.

**Progress:**

- ✓ The school has made good progress in raising the profile of RRSA amongst staff, pupils and families
- ✓ Most families took part in RRS open afternoons and almost all gave positive feedback on pupil participation in the school

**Impact:**

- ✓ Pupils and families have commented positively on the engagement of children and increase in pupil participation in the school
- ✓ All stakeholders have had the opportunity to give their views on the vision refresh - this has provided a common sense of purpose for the school community

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- ✓ Almost all staff, families and pupils took part in vision refresh evaluation and consultation activities
- ✓ The vision refresh gives clear direction for development and progress as a RRS
- ✓ Pupils have a range of leadership opportunities and participation in the life of the school
- ✓ Almost all P7 pupils are involved in leadership activities
- ✓ All classes and ELC are represented in the RRS group
- ✓ The pupil-led JRSO group actively campaigns for a safer car park and safer routes to school
- ✓ There has been progress with the piloting of Zones of Regulation to support social and emotional well-being
- ✓ There has been good progress in RRS engagement with clearly identified next steps for make even further progress next session
- ✓ The range of pupil leadership opportunities gives greater ownership to pupils and enhances the pupil voice and action in the school
- ✓ Use of Zones of Regulation has had positive impact in the pilot classes on the majority of pupils' ability to understand and begin to better self-regulate emotions

#### **Next steps:**

- The UNCRC needs to be built into the planning process, evidenced in teaching staff yearly overviews, and within ELC planning linked to children's interests
- As part of being a RRS, pupil voice needs to be clearly evident in planning (notably IDL where there should be clear choices within learning), learning approaches and assessment
- Pupils should be involved in creating a child friendly version of the SIP 24/25
- The RRSA group (including nursery) needs to develop a clear advocacy role in the community
- Nursery-P7 will use the same consistent programme for social and emotional well-being - Zones of Regulation
- All staff will engage with new Vision Values Purpose and Aims, and within that the school's restorative approaches to promoting positive relationships
- Pupils, staff and families should benefit from consistent approaches to managing challenging behaviours and situations; these should begin to diminish through the use a consistent school-wide approach
- There will be planned for opportunities during the session for further community engagement with the UNCRC

#### **School Priority:**

### **Tracking, Monitoring and Reporting Processes (TMR)**

#### **Purpose:**

We had significant success with the tracking, monitoring and reporting tracker in 2022/23 with the support of the Millburn Data Depute and within our ASG. Further development of the TMR's use identified through self-evaluation aimed to build confidence, capacity in our assessment processes and use of our TMR in supporting data analysis and pupil achievement.

#### **Progress:**

- ✓ The TMR is used at P&A meetings and consistently throughout session to track the progress of all children, including the least

#### **Impact:**

- ✓ Consistent use of the TMR has helped ensure that all children's progress is monitored with a

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advantaged, and focusing on closing the attainment gap

- ✓ The developmental overviews are now on the TMR and so available for tracking and monitoring for ELC children
- ✓ The TMR is used consistently with up-to-date data for termly planning & attainment meetings to enable valuable analysis, informing planning and judgements of levels across CfE and improving outcomes for all children
- ✓ Use of the TMR has supported professional dialogue around understanding of progress across a level within all areas of literacy and numeracy
- ✓ The TMR is used for transition information (2023/24) and reporting to parents - the data is all contained in a single document allowing for effective and accurate reporting

focus on achievement at expected age/stage and interventions as required

- ✓ Use of the TMR, including data from summative assessments, has enabled staff to better moderate levels together and further develop confidence in own judgements for ACEL
- ✓ Single data source has enabled more efficient report writing and sharing of information with parents, eg parent meetings
- ✓ There has been good progress in this area with further planned developments noted below

### Next steps:

- Further use of the TMR within the school and ASG to support moderation and identify areas of good practice and development
- Continued use of the TMR to record levels and inform professional judgement of progress through and achievement of a level and be reflected in improved data
- Further develop teachers' confidence in prediction of a level at key points during year, including November and February
- Introduce P&A on Seemis for all teaching staff
- Develop learners' understanding of progress across a level to better equip them to understand and act on next steps in learning as part of pupil self-evaluation and profiling
- There has been improvement in attainment levels across all areas of literacy and through moderation of learning and teaching plus effective use of tracking & monitoring systems, we will aim to improve overall literacy at P1, P4 and P7 from 60% to 65% (the current Highland average)

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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PEF IN-DEPTH ACTION PLAN – Inc – Interventions, timescales, and measurement

Class /Yr group / specific groups - Breakdown	Target group numbers	Link to SIP Project (insert number / no)	Interventions / actions linked to spend <u>below</u>	Measurement evidence	<u>Trgt grp.</u> Timeline, Teacher	Progress/ Impact <i>To be completed ongoing/ end of session - (number now on track/ seen desired improvement) - this section can be copied into S&amp;Q Report in May.</i>
FSM	35	SIP1	<i>Individual needs reviewed for phonological/spelling support</i>	Phonological and spelling assessments	<u>2 week</u> cycle of progress review and monitoring interventions	<ol style="list-style-type: none"> <li>1. Almost all children achieved Writing in identified FSM group; pupils identified for further intervention next session to achieve <u>level</u></li> <li>2. Target not achieved owing to various factors including inconsistent PEF interventions with PSA PEF hours owing to the need for support staff for critical personal care and support</li> </ol>
P7	14	SIP1	<i>Use of explicitly teaching writing in class and in targeted intervention groups to ensure progress for pupils to achieve age expected level</i>	Explicitly Teaching Writing	Termly P&A meetings for progress review measured against ACEL and monitoring interventions	<ul style="list-style-type: none"> <li>• Almost all children in targeted PEF group have achieved age &amp; stage expected <u>level</u></li> <li>• Further interventions identified for next session where targets not met</li> </ul>
P4	21	SIP1	<i>Use of explicitly teaching writing in class and in targeted intervention groups to ensure progress for pupils to achieve age expected level</i>	Explicitly Teaching Writing	Termly P&A meetings for progress review measured against ACEL and monitoring interventions	<ul style="list-style-type: none"> <li>• Most children in targeted PEF group achieved age &amp; stage expected <u>level</u></li> <li>• Further interventions identified for next session where targets not met</li> </ul>
All children	70	SIP1	Support materials including linked reading books used for home learning to support developing writing skills and engagement	PM Resources	<u>4 week</u> cycle of assessments and review of individual pupil progress - measured against ACEL	<ul style="list-style-type: none"> <li>• The use of PM resources to improve understanding and attainment will be further integrated into PEF interventions next session</li> </ul>

## Wider achievements Coileanaidhean nas fharsainghe

The school has been involved in a range of opportunities for wider achievements this year, including:

- The McRobert Cup, the Millburn Cup, the Baillie Cup, the Inter-school Sports
- After-school clubs supported by parents, staff and Highlife Highland have included: orienteering, athletics, basketball, football
- The Rotary Quiz and the EuroQuiz
- Enterprising Maths Competition
- P7 Residential trip
- Class trips
- Science visits to UHI
- P7 leadership activities including lunch-time clubs - football, team games, drama/dance and art club
- Rights Respecting Schools ambassadors - pupil participation from P1-P7
- JRSO - officers leading road safety campaign and awareness raising throughout session
- Competitions such as design a RRSA mascot and banner
- Celebration of outside school achievements at assembly
- Event days such as World Book Day
- Learning/engagement with Maths Week Scotland and Book Week Scotland
- The school raised enough money through a second successful Cash for Kids Schools' Challenge to raise enough money for the adventure playground for more inclusive play equipment

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# Comments from learners, families, stakeholders and staff

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

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### **End of session school/nursery reports and other parent comments**

(a small sample below of comments on the positive learning environment and experiences from ELC-P7)

What a lovely report that was to read. We, as XX's parents, are so proud of how far she has come and how much she is developing with great confidence and sass! Thank you so much for all your hard work and continuous support for XX - she loves nursery so much that she even wants to go at weekends!

XX has absolutely loved nursery this year. This is absolutely down to the amazing team, everyone has really helped him fit in and feel part of it. All of the team have also been above and beyond supportive of our family life changes and for that we are so grateful. The staff are an absolute asset to the nursery and we will miss you all.

We are very proud of how much XX has progressed during her time in nursery. She loves going to nursery - she is comfortable and confident in the nursery setting. We feel she has always been supported in a way that suits her needs.

We are very proud and impressed with XX's progress this year. She has clearly worked hard with the support and encouragement of her wonderful teachers. Her confidence has grown and she seems to believe in herself more. XX is always happy at school which is a reflection of the nurturing and safe environment.

XX has had such a fantastic year in P7! It has been wonderful for us as parents to see XX's confidence grow so much and to watch him embrace new things without doubting himself so much. Being selected as vice House Captain, mentoring his buddy and the residential trip have all really helped XX's confidence. We are so very proud of everything he has achieved in P7!

### **Pupil voice:**

We have routinely captured pupil voice this year through the RRS group (which brings forward class discussions & ideas) and also with pupil focus group meetings on SIP priorities (ie Writing approaches in session 23/24). In the focus groups, we were able to establish some themes including providing greater challenge in areas of learning and can build these into our SIP and self-evaluation processes next session.

### **RRSA engagement**

Staff, parent and pupil views on the school collated regularly including at community events such as the RRS open afternoons in Term 4.

*Such a wonderful afternoon, very creative ideas, got us involved and loved being both indoors and outdoors. positive atmosphere and the children are a credit to you all!*

*We learnt a lot about the charter and the rights respecting schools.*

*I learnt there is a stars and wishes wall. This is great. Could the most popular ones be shared on the blog?*

### **Staff voice**

Regular self-evaluation throughout the year on all areas of school improvement

*Staff work very closely together with good relationships*

*Consistency is very important*

### **New vision, values, purpose and aims**

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The school, families and pupils worked together to help shape the vision, values, purpose and aims of the school going into next session. These are summed up:

<p><b>Core Values</b></p> <ul style="list-style-type: none"> <li>• Inclusion</li> <li>• Kindness</li> <li>• Respect</li> <li>• Being my best</li> </ul>	<p><b>Core Purpose</b></p> <p><b>At Inshes we are a TEAM</b></p> <p><b>We believe that Together Everyone Achieves More</b></p>
<p><b>Vision</b></p> <p><b>Inshes @ 20 will be a safe, happy place where everyone feels they belong and are able to be their best.</b></p>	<p><b>Aims</b></p> <p>To achieve this we will:</p> <ul style="list-style-type: none"> <li>• Promote and champion our rights             <ul style="list-style-type: none"> <li>• Value our differences</li> </ul> </li> <li>• Celebrate our Achievements</li> <li>• Be ambitious and willing to give it a go!</li> </ul>

## 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	Good	Good
<b>QI 2.3</b> Learning, teaching and assessment	Good	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Satisfactory	Good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Good	Satisfactory

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

## Key priorities for improvement planning

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## Prìomhachasan airson planadh airson leasachadh

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Raising attainment in Literacy

Rights Respecting Schools Award

Enhanced writing moderation leading to improved attainment (In-school & ASG focus on Writing)

### 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 [www.inshes.blog](http://www.inshes.blog) or by contacting the school office.

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