



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

Inverie Primary School 2023-2024



Introduction: Local and National Context

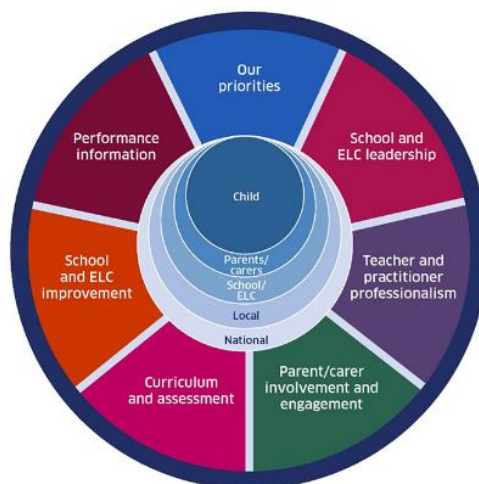
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

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Responsibility • Respect • Resilience • Creativity • Curiosity • Compassion

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

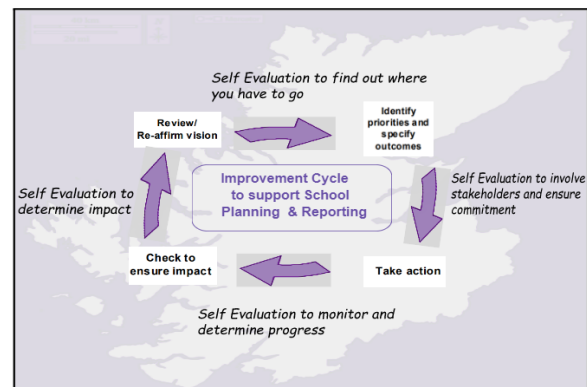
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

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.

Pamela Watt
Acting Head Teacher

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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
93%

Average Class Size
9

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
9 (+4 nursery)

Teacher Numbers
2

Pupil Teacher Ratio
5.3

Inverie Primary School is located in a rural, coastal setting on the Knoydart Peninsula, bounded by Loch Hourn to the North and Loch Nevis to the South. It serves a local community of about 120. At Inverie Primary we strive to make the best of our stunning location, using it to encourage a deep appreciation of the environment and encouraging a sense of wonder and curiosity for nature. Both connecting with the outdoors and cultivating strong links to the community are key threads of our curricular tapestry.

There are 9 children attending the school and 4 children in nursery, ranging from N4 - P7. P1-P7 are taught in a multi-stage class and there is a Nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Mallaig Primary School and Mallaig 3-18 which includes Arisaig, Lady Lovat and Inverie Primary Schools The headteacher is supported by a Depute Head Teacher – who is also Depute for the other primaries. As a member of a cluster, we are keen to foster collaboration and shared learning with our partner schools.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Almost all children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

Listening and talking

Good progress

Numeracy

Good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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Our aims are:

- To ensure our children achieve their physical, emotional, social and intellectual potential, through a supportive, inclusive welcoming environment, one which promotes a strong sense of community.
- To strive for academic excellence by providing high standards of teaching and setting high expectations for all our learner.
- To encourage creativity and critical thinking skills and a sense of responsibility to the environment.
- To foster an appreciation of cultural diversity and global awareness.
- To promote healthy lifestyle choices, including an awareness of how to maintain mental health.
- To promote positive behaviour, as underpinned by our school values.

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority:

Raising Attainment in Literacy

Purpose:

Raising attainment in literacy continues to be a priority.

A focus on learning, teaching and assessment in reading and writing is required to address this decline in attainment and ensure children are attaining expected levels.

Progress:

Talk for writing – new approach rolled across all the cluster schools. Teacher attended two full day courses to learn about this programme.

There has been limited opportunities for participated in cluster moderation activities to support professional judgements- but these are very valuable.

Highland Literacy for All training – teacher still discovering the full value of this extensive resource.

Impact:

Good opportunity to plan and work collegiately- share ideas. Teacher has greater confidence teaching this area of the curriculum. Programme started in October and completed three blocks. Children are writing in a more structured way and their feedback is positive. Still in early stages but moving in the right direction.

Moderation activities remain a priority but we need more of them to have any significant impact.

Teaching staff continuing to develop their understanding about their role in gathering information to inform planning for targeted learning and teaching, particularly more confident about recognising specific literacy difficulties.

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There has been a more collaborative approach to planning – particularly with stage partners for P4-7. Principles differentiated for younger pupils.

Approaches to teaching reading comprehension skills are based around their individual reading books, activities differentiated for pupils. Reading books usually linked to class topic.

Next steps:

Our teaching team will continue to work collaboratively, complete training and to share good practice and the principal focus for next session will continue to be Talk for Writing Fiction and Non-Fiction, wrap around spelling and writing moderation.

Consistent approaches to planning using the Highland progression frameworks are in place. All teachers plan appropriately over different timescales to meet the needs of learners.

Most pupils enjoy reading and listening to stories and making very good progress with reading comprehension.

School Priority:

Raising Numeracy Attainment

Purpose:

Diagnostic assessments and standardised assessments show that basic facts (core skills) are below other aspects of numeracy.

Progress:

Number recognition has been a key focus in numeracy in Nursery classes.

A number display board has been created for the outdoor area.

Targets have been incorporated into planning, to support and enhance numeracy in the nurseries.

National standardised assessments were undertaken for P1, P4 and P7.

Pupil attainment in SNSA is consistent with staff judgements.

Bi-annual tracking meetings with SMT. Pupils requiring further challenge or support are identified and interventions agreed.

Most children have opportunities to set targets for numeracy and review these with teaching staff.

Teacher has focused heavily on the development of basic facts, to raise attainment.

Impact:

Most Nursery pupils are confident in number recognition.

Most pupils are achieving national expected levels of attainment.

Most children are confident to talk about their learning.

Some pupils are achieving beyond their expected levels of attainment (of basic facts).

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Next steps:

- Continue to embed basic facts and raise attainment – share good practice across the cluster.
- Highland wide moderation activity in numeracy.
- Consider additional resources which will support increasing attainment in basic facts acquisition.
- Look at HNP Basic facts assessments and edit to match benchmarks and realistic expectations across all levels.
- Ensure all staff are familiar with the administration of HNP assessments: ensure staff receive relevant training as identified and required.

School Priority:

Health & Wellbeing

Purpose:

To improve the health and wellbeing of our young people, ensuring they are all safe, healthy, achieving, nurtured, active, respected, responsible and included. Skills within Health and wellbeing have been highlighted by wellbeing wheels and staff within the school and playground. This includes emotional literacy, communication, teamwork, self-esteem, confidence and resilience.

Progress:

All pupils are part of Pupil Voice and take an active role in decision making.

All upper pupils took part in Cluster wide sports activities. These included Cross-Country and rugby.

Some pupils had the opportunity to represent the school at Lochaber wide Tag Rugby.

All pupils were involved in Ewen's room workshops, focusing on mental health and emotional wellbeing.

Wellbeing wheels/ pupil surveys have provided information regarding pupil confidences across a range of SHANARRI indicators.

Next steps:

- Ensure regular input regarding SHANARRI wellbeing indicators to ensure pupil familiarisation.
- Extend opportunities across the cluster for pupil collaborations (not just at sporting events).

Impact:

Most pupils feel their voice is heard and valued.

All pupils had the opportunity to take part in competitive team games which isn't always possible in individual schools. Pupils feedback is positive about these events both for sport and social opportunities.

Most pupils are confident in talking about their feelings and in supporting their peers emotionally.

Most pupils are confident in seeking additional help and/ or support as required, for their mental health and wellbeing.

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Wider achievements

Coileanaidhean nas fharsainghe

- Cluster cross country P4-7 and tag Rugby P4-7
- Lochaber Tag Rugby
- Literary competition- Write Highland Hoolie.
- Visiting groups and specialists including Newton Room Stem Workshops and Youth Music Initiative
- Online Kodaly lessons for whole school, Feb – Easter and mid-May to end of June
- World Book Day activity day
- Outdoor education with Knoydart Foundation Ranger Service.
- Christmas Show Ralph the Reindeer
- Ewen's room
- Visited Mallaig for Interfaith Workshop
- Loch Insh Summer trip P5-7
- Swimming lessons at Mallaig Pool in Term 4 for all primary pupils
- Summer trip- this year on Knoydart
- Online Tae Qwon Do lessons with Active Schools
- Cluster Sports Day June 2024

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Pupil comments:

We feel safe in school.

Mrs Watson and Louise look after us well.

I know I get help when I need it.

It's nice and everyone is friends.

I get good one to one help with my reading, which helps as I have dyslexia.

I like the outdoors and I get lots of chances to do that with our teachers and the ranger.

I like that we get lots of variety and opportunities that other schools might not- we get to do outdoor projects and travel by ferry to go swimming.

Visiting Pupil Support Assistant. Lessons are beautifully paced and the children fully involved.

Ranger (Costa): Inverie is a lovely cosy school where the children thrive in a nurturing environment.

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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:

	ELC	PRIMARY
QI 1.3 Leadership of change	Good	Satisfactory
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Improving Assessment to support and enhance Learning and Teaching
- Raising attainment in literacy (tools for writing/ Talk for Writing)
- Developing leadership at all levels which is meaningful and relevant to the context of the school

Planning ahead

A' planadh air adhart

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 or by contacting the school office.

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