

# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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2023/24



**Inverlochy Primary and Early Learning and Childcare  
Centre**

HIGHLAND COUNCIL

EARL OF INVERNESS ROAD, INVERLOCHY, PH33 6LS

# 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%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

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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. This session, we worked closely with other schools locally in further developing our writing and assessment procedures. We also visited a school out with the area to learn about the playful learning approach they have adopted.

#### 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. Our Young Leaders of Learning take on a lead role in helping us gather views.

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.

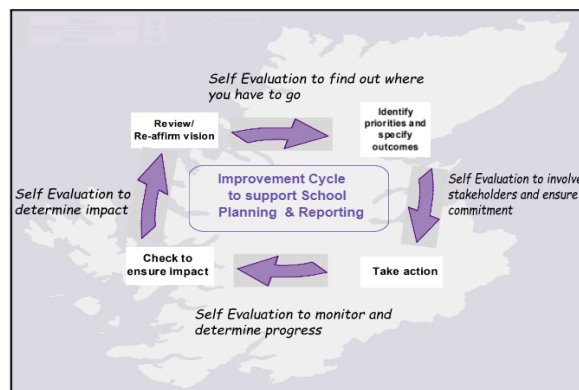
At Inverloch, we are passionate about enhancing the curriculum for our learners and this session, this has included having: enhanced music provision at each stage with class band being taught for Primary 5-7, specialists visiting to help us master sports such as rugby and shinty, visitors to the school to inspire us (a local artist and the science centre to name a few) and utilising our wonderful community to support us in our learning (including learning to swim and sharing our values in the community). We care that experiences matter and as such, we also planned for our pupils to all have the same access to club time this session and we greatly enjoyed having trips to the pantomime, soft play and much more!

Together we are working hard to ensure the Inverloch Primary and ELCC, and indeed 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 edlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Tanya Ross  
Acting Head Teacher  
Inverloch Primary School and Early Learning and Childcare Centre



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#EnhancingTheCurriculum

#TheJourneyCounts

#ExperiencesMatter

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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.

<b>Attendance</b> 90%		<b>Average Class Size</b> 22		<b>Meeting PE Target</b> Target Met				
<b>Pupil Numbers</b> 130 Primary 32 ELCC		<b>Teacher Numbers</b> 6 full time equivalent		<b>Pupil Teacher Ratio</b> 22:1				
<b>N3</b> 9%	<b>N4</b> 10%	<b>P1</b> 11%	<b>P2</b> 9%	<b>P3</b> 17%	<b>P4</b> 12%	<b>P5</b> 12%	<b>P6</b> 10%	<b>P7</b> 10%
<b>SIMD Q1<sup>1</sup></b> 25%	<b>SIMD Q2</b> 15%	<b>SIMD Q2</b> 20%	<b>SIMD Q3</b> 20%	<b>SIMD Q5</b> 10%	<b>Unknown</b> 10%			
<b>ASN<sup>2</sup></b> 25%	<b>No ASN</b> 75%	<b>FSM<sup>3</sup></b> 75%	<b>No FSM</b> 25%	<b>EAL<sup>4</sup></b> 14%	<b>No EAL</b> 86%			

2021/22 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Most	Most	Most	Most

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

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

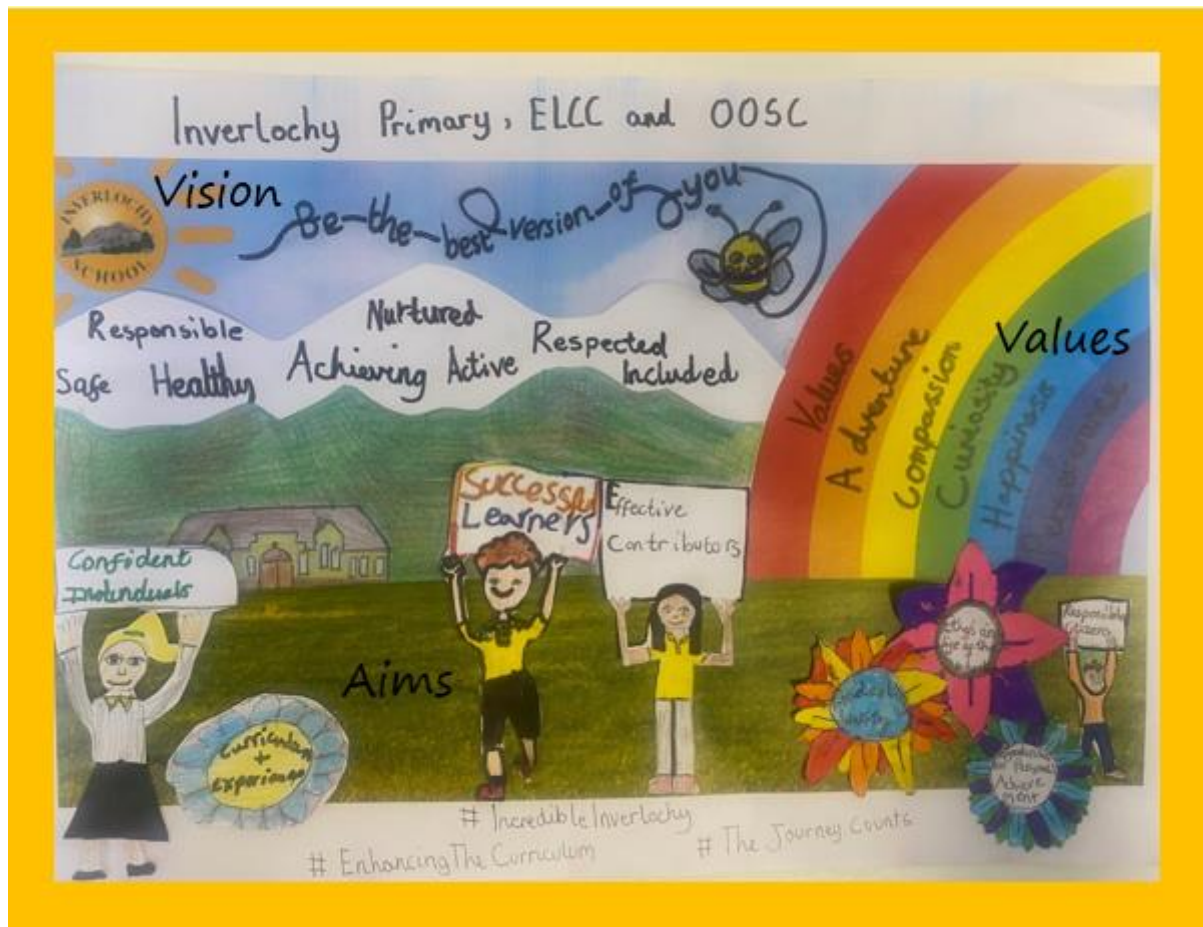
<sup>2</sup> ASN – Additional Support Needs

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

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

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile



Our Young Leaders of Learning created our Rationale (above). After we consulted with pupils, team members and families to review our values this session, our Rationale is now currently being updated to reflect our new values of Respect, Compassion and Ambition. Our wonderful Young Leaders team also created a video talking through the rationale and this can be found [here](#) or on our website at [www.inverlochschool.com](http://www.inverlochschool.com).

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# 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:

### Learning and Teaching

#### Purpose:

Staff and observational feedback showed that we would benefit from dedicating time towards a re-focus and development of our pedagogical approaches across all classes so that teachers felt confident in all aspects of this and so that consistent approaches were used by all. We aimed for pupil engagement to increase along with attainment levels.

#### Progress:

- ✓ Overall, satisfactory progress has been made in this area
- ✓ A new system of tracking pupil progress has been implemented in school and moderation of assessment has taken place between schools across our associated schools group
- ✓ Teachers have engaged in training related to aspects of learning and teaching
- ✓ Learning and Teaching visits now have a very targeted approach to identifying strengths and next steps relating to all aspects of pedagogy and apply greater accountability to teachers to follow up on actions
- ✓ Teacher survey data shows that teacher confidence across all aspects of Pedagogy is improving
- ✓ However, use of plenaries and retrieval of information and review of previous learning come out as areas of least confidence for teachers

#### Impact:

- ✓ Average results for P1, P4 and P7 show that most pupils achieve at appropriate levels across literacy and numeracy
- ✓ Intervention work took place for identified pupils with results showing a positive impact (see PEF on page 8)
- ✓ Across all aspects of suggested pedagogical approaches, all teachers note improving confidence since the introduction of this School Improvement Priority in Aug 2023
- ✓ Evidence from Learning and Teaching visits by the Headteacher show growing consistencies of approaches across all classes with further increasing engagement and shared expectations being a highlighted next step
- ✓ Learning Intentions and Success Criteria are more effectively used across all classes

#### Next steps:

- Look further at the benefits of retrieval of information in practice and spaced learning approach for supporting pupil confidence and the raising of attainment in both class approaches and in intervention work
- Continue to encourage and plan for teacher professional enquiry opportunities and engagement with research and other professionals
- Continue to explore and develop further approaches to pedagogical practice
- Build teacher confidence in using the benchmarks and assessments more robustly to support planning, tracking of progress and targeted approaches to be used
- Develop consistency of approaches for teaching the curricular areas
- Have established shared expectations across all stages for standards of work and behaviour
- Continue to explore ways to enhance pupil engagement further including looking at collaborative learning approaches
- Targeted interventions to be extended in support of raising attainment for pupils identified as failing to meet expected standards
- Continue to embed opportunities to engage with professional literature and to look outwards at the practice of others in moderating and developing our own practice

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### Purpose:

With the benefits of play evident across research and professional literature (including offering children more fun, motivation and engagement, developing their skills and supporting their fine and gross motor development) we wanted to ensure that each class has additional elements of play incorporated into their week.

### Progress:

- ✓ Every pupil now does engage in some level of child-led play from ELC to P7
- ✓ ELC continues to provide continued play provision to a high standard which results in many nurseries visiting ours to see an example of positive practice
- ✓ Every class in school now utilises and indeed has welcomed our 'Curiosity Trays' weekly with these promoting endless child led play opportunities with endless play opportunities
- ✓ Club time and committees have been re-established
- ✓ P1 have adopted a more responsive approach towards planning
- ✓ ELC, P1, P2 and P3 children all regularly engage in outdoor play almost daily

### Impact:

- ✓ Overall, the progress made in this area has been good
- ✓ Feedback has been incredibly positive from pupils, team members and families, especially relating to the introduction of pupil led play through Curiosity Trays
- ✓ Written and observational evidence shows that pupil voice is central to the experiences being received in P1
- ✓ Pupil feedback still highlights a need for more play and outdoor learning opportunities across all stages

### Next steps:

- Develop the use of block play with a focus at the P1-4 stages
- Establish clear and consistent approaches to outdoor play across all stages
- Create opportunities for loose part child led and adult guided play across all stages
- Further develop playful approaches across all areas of the curriculum
- Create opportunities to share play benefits with families
- Build in further child led play opportunities across P1 and P2
- Agree and finalise our Play Strategy for Inverloch Primary
- Use and discussion of Meta-skills to become incorporated into our practice
- Committees and clubs/masterclasses to be 3 weekly from September 2024 with each child engaging in at least 2 masterclasses over the session
- Trial floor books in P2 and P3 for planning IDL/Topics of learning
- Learning maps and learning walls to be trialled

# Progress and impact of Pupil Equity Fund

## Adhartas agus buaidh Maoin Cothromas Sgoilearan

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### Writing

Assessment data shows 90% of the targeted group of pupils improved by at least a third of a Curriculum for Excellence level with 27% of pupils jumping up one whole Curriculum for Excellence level. Though data for writing is improving overall, some assessments show a need for further targeted focus of writing support, particularly at the P4/5 stage. Pupil and staff feedback show that the comic style layout of Rapid Writing continues to be a hit, motivating learners and helping them have more positive attitudes towards writing so this initiative will continue. Alongside Rapid Writing, a Retrieval approach to spelling has been trialled for interventions towards the end of this session and initial results are positive and encouraging, guiding that we will continue with this next session. The short bursts of support (followed from having a Dyslexia friendly approach) has also worked well to engage learners.

### Reading

SCHONELL testing shows 96% of the targeted group of pupils increased their attainment level by at least one third of a Curriculum for Excellence level. Whilst results are positive, we reflect that pupils might benefit from more consistent approaches towards ensuring that identified pupils engage with Lexia more frequently. For the forthcoming session, the identified children will participate in Lexia a minimum of 3x per week and from August 2024. Pupils continue to be motivated by Lexia. A greater proportion of pupils have been identified as having Dyslexia this session and at an earlier stage, allowing for intervention work to take place sooner and with a greater understanding of where the pupil difficulties lie. A new identification tool for Dyslexia is also being trialled.

### Numeracy

96% of the targeted group of pupils increased their attainment level by at least one third of a Curriculum for Excellence level. Catch Up Numeracy was abandoned as the intervention took too long, required one on one time with an adult, which we did not have capacity to fulfil and with staff changes, those trained were now in new roles out with school. However, using the Highland Numeracy Progression worked well. Pupils fed back that they liked being out of class in small groups for this teacher led intervention and the teacher commented on how engaged the pupils were. We are currently trying to build our maths intervention work to include a retrieval approach towards recalling a range of maths themes continually.

## Wider achievements

### Coileanaidhean nas fharsainghe

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Let's re-visit our vision statement and hashtags!...

Be the Best Version of You! We strive to meet our vision statement in everything we do. Some notable mentions this session include:

- Young Leaders of Learning: A team of P5-7 pupils work closely with Mrs Ross (Acting Head Teacher) to support the change in our school. In doing so, they regularly seek pupil, staff and parent views and feed these back to Team Inverlochy. Our YLOL also link up with Auchtertyre Primary School to share ideas and learn more about what is happening in other schools. Our YLOL have made quite the impact with recently being asked to present to Headteachers from across the Highlands about their role.
- With our values held close to our hearts, we celebrate these along with wider achievements at our regular assemblies.
- For the fourth year running, we hosted the local Maths Bee which we established. Our pupils received high scores at this event.
- Yet again, we celebrated Scots poetry reciting at our annual Scots Factor competition in school.

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- In recognition of the talent we have at Inverlochy and pupil desire to compete locally, we have taken part in many local competitions this session including athletics, swimming, rugby and badminton.
- We have continued our tradition of engaging with the community by singing with the community around the Christmas tree in the village.
- In further supporting our value of compassion, we linked up with InverNevis Care Home and Care Lochaber to connect and lead fun with their patients and clients.
- Our hard-working shinty team showed highlighted our value of ambition recently when they won the McAulay Cup!
- Further to our YLOL, pupil voice at Inverlochy remains high with every primary pupil participating in a school committee, doing their bit to support us in developing our school or community.

#### #EnhancingTheCurriculum

- Every stage at Inverlochy from nursery to P7, receives enhanced music provision! We are passionate about music and very proud of the provision we offer. ELCC up to P4 spend time weekly with a singing instructor and P5-7 participate in the class band project led by Mr Reynolds and Miss Thomson (Highlife Highland brass and woodwind teachers). Each stage spent fun time with DrumFun learning drumming and rhythm skills.
- Currently, P5-7 receive weekly sports tuition from a PE specialist, and we have the following sports also taught by skilled specialists: P1-7 shinty, P6 swimming, P4-7 rugby, P5-7 football & P5-7 dance.
- In enhancing the arts, a local artist worked with our primary pupils.
- In showing off what we do to enhance the curriculum using the outdoors, we worked closely with UHI outdoor students this session for the second year running.

#### #ExperiencesMatter

We planned a series of engaging events this session, to treat our pupils and in support of equitable experiences for all, including:

- Whole school trip to a pantomime.
- Easter themed treasure hunt within the community.
- Club opportunities that managed to record 100% attendance for our pupils.
- Family sessions for pupils transitioning into P1 to be joined by parents.
- A robust transition programme for our Rising 5s and the future S1s.
- Christmas concert and music shows.
- Themed days such as World Book Day and Children in Need.
- Jubilant June full of treats such as visiting soft play, bowling, going on inflatables and getting the ice-cream van into school!

# Comments from learners, families, stakeholders and staff

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

From our learners (as sought and recorded by our Young Leaders of Learning)...

What makes Inverloch primary and nursery so great?

Comments include:

- P4-5 Everybody is nice
- Nursery-Playing with the toys
- Nursery-Water tray
- Nursery-Washing hands
- P3-4 All the fun toys
- Nursery-Making friends
- P1- Buddy time
- P1- Music teachers and art teachers
- P1- themes
- P3-4 The people in the school and your friends
- P3-4 Fun learning
- P3-4 Eco school
- P3-4 Art
- Nursery-Building blocks
- Nursery-Arts and crafts
- Nursery-Sand tray
- P1- committees
- 6/7- no homework
- 6/7- buddying
- Get to see your friends
- 6/7- free play
- 6/7- support school with clubs
- 6/7- all sports
- 6/7-amazing teachers
- P1- climbing wall
- P1- School dinners
- 6/7- clubs and activities
- P5-6 We do lots of fun activities
- P5-6 The teachers are good
- P1- Gym hall games
- P1- Big pitch and sledging
- P1- best staff
- P2-3 Learning
- P2-3 Working together

What would make Inverloch primary and nursery even better?

Suggestions include:

- P4-5 More P.E slots
- P4-5 More maths
- P4-5 A proper sensory room
- P4-5 Extra 15 mins on Friday for break
- P4-5 Choosing time
- P4-5 Swings
- 6/7- more assemblies
- P1- more lego
- P1- playground games
- P4-5 Football nets
- P4-5 More diverse P.E
- P4-5 New obstacle course
- P4-5 A slide down the hill
- P4-5 More play equipment
- 6/7- More breaks on Fridays
- 6/7- decorations
- 6/7- better pe equipment
- P1- trim trail
- P3-4 More Visitors
- P3-4 A new obstacle course
- P3-4 Inverloch's got talent
- P3-4 Our own ice-cream shop
- P3-4 More break time
- P3-4 Houses
- 6/7- more science
- P5-6 More musical instrument time
- P5-6 Football goals
- P2-3 Writing
- P2-3 Trampoline
- P2-3 A slide
- P1- Trampolines/ jumping pillows
- P2-3 A swing
- P1- sandpit
- P5-6 Get the obstacle course fixed up
- P1- slide down hill
- More maths

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## What do we like about how we learn?

**P4-5** The teachers help us

**P3-4** LOTS OF MATHS!!!

**P3-4** A song break

**P3-4** Singing times tables

**P3-4** Chromebook games

**P3-4** Learning new words

**P1-** Music

**P1-** Art

**6/7-** explained very well

**6/7-** more than one way to learn something

**P5-6** You get smarter

**6/7-** different teachers

**P1-** reading

**P1-** playing maths games

**P1-** card games/ dice games

**P2-3** Reading and writing

**P1-** singing maths and phonics songs

**P1-** Playing with shape boards

**P1-** Trips

**P1-** P.E

**P1-** Park/ walks

**P1-** outdoor play and eco garden

**P1-** Role playing



## What could we improve about how we learn?

**6/7-** make it more fun

**6/7-** not talking for long

**P3-4** More art

**P3-4** Available quiet spaces

**P3-4** Do more card and dice activities

**P5-6** Make work harder or easier for different levels

**P3-4** Learning breaks

**P2-3** Learning through art

**P5-6** Interactive learning

**P5-6** Working resources, whiteboard pens. etc

**P1-** more equipment

**P5-6** Longer

**P1-** Skipping ropes

**P1-** More chromebooks

**P4-5** More learning games

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## What is good about play in Inverloch?



- P4-5 Running about
- P4-5 Playing with friends
- P4-5 Playing football
- P3-4 That we have an actual pitch to play on
- P5-6 Playing games together
- P5-6 Big pitch
- P2-3 That we have a giant pitch
- P2-3 The climbing wall
- P1- puppets
- P1- football
- P1- Roleplaying
- P1- card games
- P1- Chromebooks
- P1- play dough
- P1- Outdoor learning
- P1- play link to topic
- p1- construction/ kapla
- P1- Playing with buddies

## What could make play in inverloch primary and nursery even better?



- P4-5 More art
- P3-4 New obstacle course!
- P3-4 More outdoor resources
- P3-4 Playing outdoor games with p6/7
- P3-4 Make a bigger thing of the buddy bench
- P2-3 Hula Hoops
- P3-4 Georgie time
- P5-6 Fix trim trail
- P5-6 More equipment
- P5-6 Football nets
- P2-3 Taking out the bikes
- P1- ipads
- P1- an Inverloch flag
- P1- more tough mudder
- P1- more headphones per class
- P1- micro scopes more outdoor stuff
- P1- more tech speak
- P1- camera
- P1- more plain cards
- P2-3 Scooters
- P2-3 Monkey bars
- P2-3 Skipping ropes

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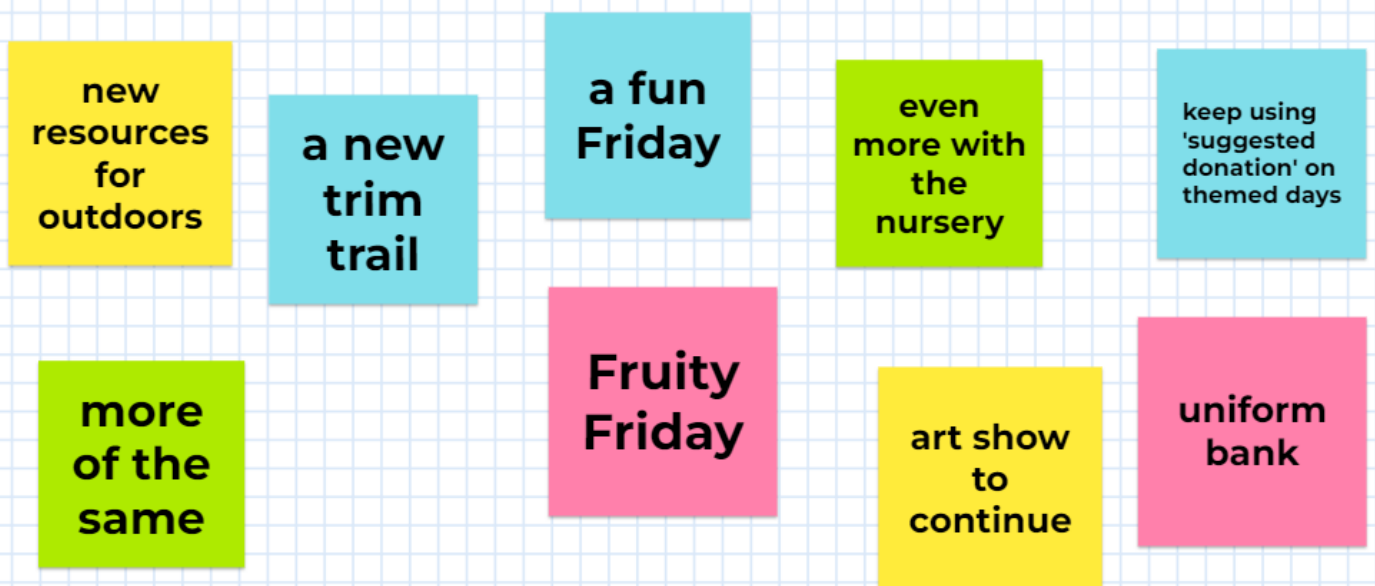
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From our families (as sought and recorded by our Young Leaders of Learning)...

### What is great about Inverloch Primary, ELC & OOSC?



### What could make Inverloch Primary, ELC & OOSC even better?





We appreciate that the cost of living has gone up. Please can you share how school can support this?

'Suggested Donation' should continue to be used

Parents happy to support fundraisers and like fayres

Art Show.

Parents love themed days

Yes to uniform bank

Fruit given at school when possible

More of the same

Fun Friday.

school party

Sponsored walk, everybody together.

Our staff participate in regular self-evaluation opportunities. Below includes some extracts from our staff Google Form responses:

- We value having the opportunity to meet up and have professional dialogue with teachers from other schools
- We particularly loved having Bruce Robertson as a guest speaker to our training
- The curiosity trays are a huge hit – the pupils love them!
- Our Child's Plans and staged support process is a strength
- Class band is a real positive at Inverloch
- We value the strong links we have with parents and outside agencies
- Committees and clubs are valued
- There is a positive ethos at school

## 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	SECONDARY
<b>QI 1.3</b> Leadership of change	Very good	Good	Choose an item.
<b>QI 2.3</b> Learning, teaching and assessment	Good	Satisfactory	Choose an item.
<b>QI 3.1</b> Wellbeing, equality and inclusion	Very good	Very good	Choose an item.
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Good	Good	Choose an item.

Our overall evaluation of our capacity for continuous improvement is: Good

We are confident in our capacity for continuous improvement.

We have robust self-evaluation systems in place and a clear plan for improvement that is shared with all in our school community. We confidently use data, feedback and observations in monitoring our progress. As a team, we are committed to progressing change and supporting each other in this journey. Our school holds our vision, values and aims close to our hearts.

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#TheJourneyCounts

#EnhancingTheCurriculum

#ExperiencesMatter

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

In 2023.24, our main priorities for improvement will be to further develop teaching and learning and to continue to introduce more playful approaches to learning.

## Planning ahead

### A' planadh air adhart

Full details of the school's 2023/24 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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