



**Aberdeenshire**  
COUNCIL



**Insch School**  
**Standards & Quality Report**  
**2020-21**  
**&**  
**School Improvement Planning**  
**2021-22**

## School Forward

We are pleased to present both our Standards and Quality Report for Session 2019– 2020 and our School Improvement plan for the current session 2020 -2021. This report forms part of our quality improvement framework and provides important information regarding our schools' progress to date and identifies our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice in Inch School. 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.

**How are we doing?**

**How do we know?**

**What are we going to do now?**

**Looking inwards** to analyse our work

**Looking outwards to** find out more about what is working well for others locally and nationally

**Looking forwards** to gauge what continuous improvement might look like in the longer term

At Inch School we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

*Allison Conner*

*Head Teacher 26/6/21*

## The School and its context

### Vision for the school

### Values that underpin our work

### What do we aim to achieve for our children/pupils?

#### Context

Insch School is a large, rural, mixed non-denominational primary school situated in the village of Insch, Aberdeenshire. We serve a catchment area that is socially and economically diverse. Over the past 6 years the community of Insch has grown significantly.

Within the school there are no pupils within SIMD Deciles 1 to 6. 3% are within SIMD 7 and the remainder within Deciles 8 and 9.

7% of our pupils are entitled to FSM and £29,400 was allocated as Pupil Equity Funding for session 2020-21. This sum increases year on year as FSM entitlement eligibility increases. PEF Allocation for session 2021-22 is set for £30,400.

The emotional and social needs of our parents and families has also changed and the school has worked hard to meet this changing dynamic. Our school roll currently sits at 348 P1 to P7 pupils and 120 Nursery pupils. We have 14 classes. The school is part of the Huntly Cluster and pupils can transfer to The Gordons School, Huntly and Inverurie Academy (Inverurie Cluster) or further afield.

The school's Journey to Excellence commenced in January 2015 when Mrs Conner was appointed Head Teacher (Jan 2015). 2 Depute Heads, Mrs Chalmers and Mrs Stirling and 1 Early Years Senior Practitioner, Ms Burr make up the Senior Leadership team. 2 Early Years Lead Practitioners support the nursery and play a pivotal role in leading change in our Nursery. Our committed teaching team of 16 class teachers work collegiately to lead change in our school. This team is supported by an ASN team of 1.4FTE teachers who work with Huntly Cluster and 10 part time PSAs who work alongside our teachers and pupils. Across the school nurturing approaches are central to service we deliver to our children and families. Additional Pupil Support hours funded by the [school's Pupil Equity Fund allocation](#) is used to [supported pupils and families](#). In addition, this year further additional Scottish Government Covid-19 recovery has allowed additional PSA hours to be used to support our young learners.

We work to provide a nurturing, ASD/ dyslexia friendly learning environment. Inclusive practices and an appreciation of diversity is at the heart of our vision, values and aims. Our staffing is supplemented with an art specialist as well as core staff who deliver Health and PE. We are supported well by our Parent Council and PTA. We have been unable to utilise the support of our valued Parent Volunteers due to COvuid-19 restrictions who would normally help provide support and challenge for our young learners in a variety of ways. The effective running of the school is supported by an Administrator, Clerical assistant, Janitor, Cleaners and committed Catering team. Our pupils engage well with the life of the school through a wide range of pupil Leadership Roles: Digital Leaders, Library Leaders and House Captains. We have been unable to run lunchtime clubs and After School Clubs due to Covid restrictions as we would normally do. Hub spaces were allocated to an average of 24 pupils daily either as key worker families or identified vulnerable pupils. The school coordinated

much needed food banks and grants from Aberlour Charity and our 2 local Churches for some of our families. This enabled as many of our vulnerable families as possible to be supported through difficult times during lockdown.

*At Inch School we celebrate **diversity** and inspire all our young learners to **reach for the stars** and achieve their very best. We strive to create **an inclusive and nurturing learning community**. **Quality learning and teaching** is at the heart of all that we do. Our child friendly values ensure all pupils know and follow our behaviour expectations. Our Values: Aiming High, Being Safe, Showing Respect, Valuing our Community.*

### **Self-evaluation Summary:**

At Inch School we have led a 6-year period of strategic change in response to the changing dynamic of the local community of Inch. This is based on a commitment to self-evaluation across the school, working with parents, pupils, staff and all stakeholders. The vision for the school is ambitious and focuses on improved outcomes for all our pupils. All staff demonstrate that they are committed to the change and embrace the many initiatives that have led to the collegiate nurturing approach we have established in the school. Our 5 main stories summarise our capacity for improvement within leadership and management, learning provision and success and achievements.

~~These are:~~ These are:

- 1. Developing our Vision, Values and Aims - Reach for Stars**  
(Leadership and Management: Leading Change)
- 2. Delivering quality learning teaching that engages learners**  
(Learning Provision: Learning, Teaching and Assessment)
- 3. Our commitment to staff and pupil of Leadership of Learning**  
(Leadership and Management: Leadership of Learning)
- 4. Personalised Support and Ensuring Inclusion**  
(Ensuring wellbeing equality and inclusion)
- 5. A strong commitment to school self-evaluation**  
(Leadership and Management:  
Self-Evaluation for Self-Improvement)

Moving forward our key improvement priorities are to continue our focus to raise Attainment and Achievement over time and to develop sound whole school strategies to embed Learning and Wellbeing across the school. Time will be allocated to teach pupils how to maintain wellbeing. If pupils are given the tools, and time is given to teach pupils how to use the tools our children can be successful in being happy and in being in the right frame of mind and health to focus and achieve in their learning.

## Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2020-21.

Key priority 2020-21	Key actions undertaken	Impact (achieved throughout 2020-21)
<p><b>Priority 1: H&amp;WB Relationships</b> Good progress achieved, further required to work to develop. Ongoing development.</p>	<p>Emotional Regulation at Insch School approach developed and shared as refresher. Daily check ins: standard approach SLT welcome pupils daily at the start of the day in the playground. Daily relaxation / mindfulness: standard approach for consistency and quality. Specific breathing techniques. Calm kits and kit bags resources purchased and implemented in every class. TIME: script for supporting individual pupils in place across school. Restorative conversations supported by use of visuals (SLT and individual pupils). H&amp;WB Survey conducted post lockdown: pupils, staff and parents to gauge and respond to feelings after lockdown.</p>	<p>Consistent approach to supporting pupils emotional needs across school is in place. We know what is expected by teachers and support staff. Pupils understand why pupils need this and why some pupils need more than others.</p> <p>Teachers spend time daily to check in pupils. Relationships are stronger. Pupils are more settled when in the mornings and ready to start work more quickly. Pupils are given TIME to settle after an incident/ upset. They know that after time has passed, a restorative conversation will take place and that consequences will be in place if appropriate. More children with ASN, are managing restorative conversations now and consequences carried out for poor choices. We were confident that our lockdown learning approach was right for our school and that the curriculum recovery of literacy, numeracy and H&amp;WB was appropriate as we returned to school.</p>
	<p><b>Next step:</b></p> <p><b>Further develop Learning and Wellbeing approach</b> (Nick Murray Material), developing even stronger foundation of wellbeing across school. This work will focus on a school community understanding of wellbeing, consistent whole school approach to stuck strategies from N to P7, break down whole school planning approach to incorporate Time to Talk, Time to Learn, Time to play, and more.</p>	
<p><b>Priority 2: Curriculum Recovery</b> Achieved</p>	<p>Literacy, Numeracy, H&amp;WB focus to start as we returned post lockdown, shared with parents. Outdoor learning focus raised, and additional training given. Curricular areas expanded as pupils were ready to tackle more.</p>	<p>The feeling from parents and staff that although lockdown has impacted to some degree our pupils continued to learn during lockdown. The quality of learning experiences was good. Pupils wellbeing enabled them to come back to</p>

	<p>TMR data tracked and attainment conversations held: additional resources purchased to challenge learners.  ASL Tracker system put in place: 1 stop shop for all interventions.  Emergent literacy trained delivered in house by teacher to whole school teachers.  Numeracy Mindset Foundations Growth Mindset project commenced in P3/4 and P3 class with DHT. Paused to be continued next session.</p>	<p>school and get on with learning and make good progress under the circumstances.   Continuity of support communicated to all stakeholders.</p>
	<p><b>Next Step:</b>   Consistently high quality of learning, teaching and assessment across whole school.</p>	
<p><b>Priority 3: Transitions</b>  Achieved / Ongoing</p>	<p>P1 Transition Bertie Bear Programme - Bertie gifted to all new P1 pupils. Digital transition links between school and families: Video diaries sent by new P1 teacher reading a story and introducing the new classroom, Virtual tour of the school (Thinglink).  P7 S1 Online Transition The Gordons School and Inverurie Academy - Microsoft Teams and Google Classroom transition activities.  Nursery staff welcomed new P1s in lines, playground supervision at breaks and lunch times.  Parents to stay clear of school playground. Maintain for future.</p>	<p>Acts as a link between home and school for transition activities.  Even stronger family links established for P1 starts.  P7s well supported despite lockdown in their transition to Academy. New ways of working have supported a strong transition programme through new online medium.  Parent free playground allows staff to nurture and welcome all pupils in the mornings.</p>
	<p><b>Next step:</b>  Take all positive changes to transition programme and build on them for future to support nurturing approach.</p>	

## How good is our leadership and approach to improvement?

### **QI 1.3 Leadership of change**

Developing a shared vision, values and aims relevant to the school and its community  
Strategic planning for continuous improvement  
Implementing improvement and change

**Relevant NIF priority: All**

**Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement**

**Level of quality for core QI: 5 Good  
(HGIOS?4/HGIOELC? 1-6 scale)**

**How well are you doing?**

**What's working well for your learners?**

*At Insch School we teach children to Reach for the Stars. We have 4 school values that all our stakeholders know. Aiming High. Being Safe, Valuing our Community and Showing Respect. The school values are very well known to all stakeholders and are referred to everyday. This has been a focus of the school for the past 6 years. This work has been reinforced through a series of projects over the years that have led to positive change within the school. Pupils redesigned the school uniform, stake holders' views were sought and incorporated into the school vision, values and aims and pupils wrote a school song that reflect our values. Almost all our stakeholders support the values and follow the school values very well. Almost all pupils are polite, kind and caring and value their school community, staff and peers. Almost all our pupils tell us they feel safe and secure and enjoy learning.*

*Staff are encouraged to lead learning and are confident to lead change across the school. Almost all staff support the school improvement developments and help drive change within the school by taking on individual projects. This learning impacts positively on the school as we become increasingly confident in our expertise. e.g. During lockdown all teachers and almost PSA staff engaged well with Google Classrooms sharing learning with one another.*

*Opportunities for pupil leadership is strong. There are many opportunities for pupils within school to develop their own leaderships skills. These include Playground Pals, Digital Leaders, Library Leaders. There are many ways in which pupils' opinions are taken on board to bring about positive change. These include an active RRS Committee, Eco Committee, House Captains and Pupil Council. These opportunities give a high quality, pupil led experiences for our pupils to develop DYW skills.*

*We have established a culture where staff regularly reflect individually and collaborate on practice. We have held regular, planned numeracy moderation activities across the school and across primary and secondary Cluster schools. This is leading to increased shared understanding and joined up working across the Cluster.*

*Our data is robust, valid and reliable. Over the past 4 years we have planned opportunities for staff to moderate tracking across stage partners. There are agreed standards of expectation for what learning, and teaching looks like at Insch School. This was developed by staff. We track progress 3 times a year in Nov. March and June. We do this in stage partners to ensure we have a shared understanding of our requires support, on track, and exceeding expectations levels. We also moderate our Cfe levels attained in June.*

*There is a strong commitment to self-evaluation across the school. We seek views regularly from our stakeholders: pupils, staff and parents. Stakeholders are given a voice regularly to seek views on how the school can be improved. Suggestions for improvements are acted upon straight away.*

*A range of collaborative approaches to self-evaluation have been used very effectively working with Elrick and Duchect School in the Authority prior to Covid. A triangulation of evidence approach has been used to validate evaluations. Covid restrictions curtailed this work last year. Our Parent Council is involved in annual self-evaluation learning walks with pupils.*

*Most of our pupils can talk confidently about their learning. They know what they are learning and why and what their next steps in learning are. This is a result of the visible learning and reflective language work we implemented over the past 5 years. We know this because of the learning conversations that take place across the school year between pupils and SLT, parents and pupil lead groups.*

*We always consider better ways of doing things. Our P1 transition program was adapted in May/ June last year due to Covid restrictions. Bertie Bear was part of a new revised Transition Program. Every P1 child was given a Bertie Bear. Bertie supported pupils in completing school transition tasks, Bertie came to school with them in Aug. An on line family nurture welcome meeting was held. Attendance was higher than previous face to face meetings. EY staff now support new P1 pupils and meet them in the playground as they start new P1 setting. This has been highly successful and is now part of our P1 transition program.*

*The school adapted quickly and communicated the transition to Home learning during the Covid pandemic clearly. Parental surveys during and post lockdown tell us that parents viewed the management of this change positively.*

#### **How do you know?**

#### **What evidence do you have of positive impact on learners?**

- Very clear expectations are shared with pupils and parents regularly through or child friendly behaviour expectations. These were shared at a parent evening 2 years ago. All parents who took part in the exercise supported the new values. The Golden Table, Head Teacher Award and House System reinforce key expectations. We recognize there is still room for improvement in a few pupils. A few older pupils told us they don't feel valued by some support staff. We know this because of our RRS survey (March 2019). This is why, in session 2019 a whole school improvement was launched on developing a shared and mutual respect among pupils and between pupils and all staff. This work continues and improvements across the school are being seen.
- PSA staff reported that they felt happy and valued to be involved with on line learning directly with pupils in Google Classrooms. They felt they were contributing to pupils learning experiences offering individual and small group session on line. Parent feedback told is that parents really valued the daily contact with small groups and individual as it supported the families and individual pupils in their learning positively during lockdown.
- Some of our staff are recognized by the Authority as sector leading in leading learning E.g. EYSP leading Authority training, teachers leading Authority probationer sessions, teachers leading learning in ASD practices. Staff have delivered school and Cluster training on effective use of Sumdog Maths assessment data, probationer support sessions and digital technologies, Espresso.
- Our nursery EYSP and ELP have delivered training events to the Early Years team in a variety of areas.
- Many staff have taken on additional learning commitments: BA Childhood Education, Inclusive Practice Certificate, Middle Leaders Certificate.
- Our House Captains this week have implemented positive change to the House system during Covid and created a video for all our pupils to communicate these changes at virtual Assembly. Our Librarians continue to lead a hugely successful revamp of the school library area. They planned and implemented change by themselves supported with a little help from Depute.

- We conducted a staff, parent and pupil H&WB survey in Aug. 2020 post lockdown 1. All staff felt confident to return to work post lockdown after long absence. They felt safe with the well organised mitigations. Parents told us they were happy with staggered start/ end times in place. Our pupils H&WB survey in Aug 2020 told us that some of our old pupils were not finding the daily relaxation useful. Teachers told us they were too time consuming and that pupils were not engaging. Our 2<sup>nd</sup> level staff trialled a new approach to engage pupils more effectively.
- Dec 2020. parents really appreciated 5 mins calls. They told us they found them a little short. So we planned 10 mins update in March and then reduced format written report in June.
- A parent Emotional Regulation workshop was very well received (Jan 2020). This led to a whole school approach to Emotional Regulation at Inch School.
- A lockdown parent survey of April 2020 told us that our initial changes to home learning were well received. They told us that almost all families found that we had a good balance of engaging activities, they told us home learning was manageable as it was issued across the weeks and gave families the flexibility that suited them well.
- There is shared approach to assessment across the school. In writing, visual targets are consistently used in writing across P1 and P2. Effective feedback is given to all pupils in writing. In most classes, pupils co-construct success criteria. This means almost all pupils know how they are progressing and what they need to do to improve. This is a result of teacher collaboration and shared approaches across the school.
- P1 Early years Team embarked on a practitioner enquiry to explore Play based learning. By working closely with the Nursery team and undertaking personal research and learning we are developing a greater understanding of how to make play-based learning work. We are building stronger links between our nursery and P1 team to support progression of the curriculum and transition. This is working well.

#### What are you going to do now?

#### What are your improvement priorities in this area?

- As Cluster Chair develop with QIM, cluster approaches to sharing practice between cluster schools: identifying common theme for discussion (attainment, QI scores) to support whole school develop work across Cluster. **QI 1.1 School Evaluation**
- Continue strong School SE work in nursery and school: learning, teaching and assessment practice, learning and wellbeing approaches, PEF funding look at ways to include wider stakeholder views. **QI 1.1 School Evaluation**
- Build in time for whole staff and Parent Council to evaluate work of school. Covid has restricted the time we have available this session to do this as effectively as we would like. **QI 1.1 School Evaluation**
- Maintain commitment to leadership of learning across school: pupils and staff (teachers and support staff). **QI 1.2 Leadership Learning**
- Review of School Values again to involve pupils in what they mean. Review of Nursery Vision, Values and Aims. **QI 1.2 Leadership of Change**

## How good is the quality of care and education we offer?

### **QI 2.3 Learning, teaching and assessment**

Learning and engagement

Quality of teaching

Effective use of assessment

Planning, tracking and monitoring

**Relevant NIF priority: All**

**Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress**

**Level of quality for core QI: 4 good**

**(HGIOS?4/HGIOELC? 1-6 scale)**

**How well are you doing?**

**What's working well for your learners?**

- At Inch School, all staff work together to create an inclusive and nurturing learning community.
- Together at Inch we Manage our Emotions TIME: This is our whole school approach to emotional regulation. We teach all our pupils strategies to help regulate their emotions. This is an ongoing school improvement priority. Significant progress is being made.
- Almost all pupils engage well with learning experiences and are eager to learn and motivated to do well. Almost all pupils know what they are learning, what they need to do to be successful in their learning. Almost all pupils can talk confidently about their learning.
- Our whole school Growth Mindset work over a number of years is embedded across almost all parts of the school. Pupils can talk confidently about this and know that making mistakes is OK. Most pupils know that making mistakes help you improve.
- Focus is placed on making learning appropriately challenging for those who might coast in learning. Equally, work is differentiated to support those who face barriers to learning. Learning tools are used effectively in all classes for those facing literacy difficulties or ASD traits. Almost all pupils who face barriers to learning are well supported with tools that support their learning.
- Learning intentions and success criteria are well used to support pupils in their learning. This practice is consistent across the school. In younger classes, visual success criteria are used consistently so that all pupils know what they need to do to be successful in their writing. In most classes' pupils are involved in co constructing success criteria with their teacher.
- All teachers give constructive feedback to learners. Almost all pupils can explain how they are doing and what they need to do to improve.
- All staff know their pupils very well and identify potential barriers quickly. These are discussed with SLT and ASL team to ensure timely action is taken to reduce and barriers. We use a wide range of partners to improve outcomes for pupils. Evidence of impact of interventions is sought in order to identify next steps.
- There are many examples where pupil views are values and views are acted upon.
- We track 3 times a year in stage partners from Nursery to P7. By doing this together, teachers are moderating and developing a shared understanding of levels. Year on year, data is more and more valid, robust and reliable.
- Our attainment data allows us to target key pupils (including FSM entitlement, vulnerable, LAC pupils) and plan the interventions needed to support their learning.
- Staff use a wide range of assessment to validate their own professional judgement. At P1, P4 and P7 we use SNSA data to identify next steps in learning and teaching.

- Holistic assessment approach to numeracy across the Cluster was developed. Teachers planned holistically to assess breadth and depth of knowledge in learners.
- Early level staff have researched New Early level play approach (AB Clegg, G Bottrill) and implemented change in P1 curriculum. This is giving P1 pupils time to play and settle into new environment. Further research enquiry work is planned by the P1 teaching team to further develop play pedagogy in P1.
- Digital technology is used in a variety of ways to engage learners. Technology is used by all most all classes effectively to support learning and teaching.
- A few classes participate in Forest Schools, at the local Meadows space in the village. This supports learners very effectively. This will resume when Covid mitigations lift and we can use our Parent Volunteers to support this work.
- Teachers have lead learning in developing outdoor learning. Almost all classes use the outdoor space on a weekly basis.
- Our curriculum is received and refreshed regularly. Recently our Technologies, RME and H&WB programmes were refreshed. Teachers led all these developments. Staff developed a shared agreement of curriculum coverage for P1-3 and P4-7 classes. A new whole school progressive H&WB curriculum has been developed covering all aspects of H&WB.
- Home Learning Transition Arrangements – in all stages of transition throughout the school expectations were put in place for staff to ensure smooth transfer for pupils as they returned to school after lockdown.
- Home Learning – Quality Assurance – SLT collaborate weekly with teachers on QA discussion throughout lockdown. Discussion areas included: identification of vulnerable pupils and hub spaces offered, learning and teaching discussions took place on balance between new and revision teaching material, wellbeing of pupils and staff, engagement levels. As a result, over 90% engagement level were achieved and parents spoke highly of the schools home learning provision given the circumstances. Parents told us they felt learned was maintained throughout.
- Home Learning – Whole School planned events: Activities Week, Sports Week, Maths Skills Week and Literacy Week built a sense of whole school community during lockdown though shared experiences. Almost all families participated (90% engagement levels). As a result, a sense of community was maintained among families despite the isolation and many parents learned that our younger pupils learn through play and everyday experiences.

### How do you know?

#### What evidence do you have of positive impact on learners?

- Our annual SHANARRI pupil stakeholder August 2020 surveys tell us that almost all pupils safe in school (94%).
- Our pupils are learning to use the new emotional regulations techniques for themselves. We see our pupils using them when they need them. Pupils are given the TIME to be supported by an adult, independently or by a friend. Many of our pupils who have difficulties managing their emotions on a daily basis are now able to apply the strategies more quickly. They are ready to move on and ready to learn more quickly.
- Positive parent feedback was received after our first parents Emotional Regulation session in Jan 2020. Feedback told us that parents found the training helpful, that they would use the emotional coaching approach with their child and that they would recommend the training to others.
- SLT participate in annual Quality Assurance learning walks and class visits. Our parent council has conducted learning walks in numeracy for the past 2 years. This group of parents that us that pupils talk enthusiastically about their learning and how they know how they are progressing. Our Authority Validated Self-Evaluation work of 2019 showed that almost all pupils can talk confidently about their learning. Our consistent approach to pupil

feedback is seen in jotter when we sample them and when we talk to pupils about how they are progressing in their learning.

- Pupils know how to use their learning tools and they are readily available for them to use (Literacy Packs, Calm Down Boxes, Kit Bags, technology, headphones). All of these pupils can talk confidently about what learning tools support them in learning and why they help them. This means that almost all pupils are independent in their learning.
- Our regular communication with partner agencies: School Doctor, Social Work, School Nurse, EPS brings about positive change for pupils and their families. 3 LAC pupils were supported by providing guitar tuition funded by the LAC Attainment Fund. These pupils went on to develop lifelong guitar skills. Flexible curriculum pathways are planned and delivered to those pupils facing barriers to learning e.g. ASN sports activity at the local leisure centre, garden clubs, cooking skills, social skills, anxiety support sessions and more.
- All second level pupils engage well in our annual Dragon's Den competition. All 2<sup>nd</sup> level pupils have a say in how an allocated sum of money is spent. Pupils work effectively in groups to create pitches to the Dragon's. Each year, pupils have contributed to how resources are allocated across the school in this way. Our House Captains this year have planned how they can engage with the whole school during Covid restrictions. They successfully launched their ideas across the school.
- One pupil suggestion for using recycled rubbish for junk modelling was adapted. We took this idea and implemented a transient art project for playground. Pupils tell us they are really enjoying this new play opportunity.
- We regularly plan additional experiences for our pupils to develop key skills: CPR for P6 year group, P5 Bible Alive, Gaithering Music P5,6, and P7. Cybersafe Scotland delivered pupil and parent workshops on online safety behaviour. We see a positive impact of these sessions on learners in developing skills.
- Our TMR ensures teachers share and plan strategies together that support and challenge pupils learning. It ensures pace in delivering the curriculum is a focus. Creative solutions are used to raise attainment: parent helpers to support reading groups, targeted PSA support in P1 classes to reinforce key literacy and numeracy concepts.
- Our nursery was recognised in March 2020 as sector learning in outdoor learning when we were awarded the *Early Years Outdoor Learning Award by our Education Director and local Counsellor*.
- Our Digital Leaders have worked very effectively to support the rest of the school: supporting teachers and younger pupils, conducting online E form parent surveys. Seesaw is our main tool in engaging with parents in all aspects of home learning. Our older pupils use Microsoft teams and Google Classrooms effectively in preparation for P7 S1 transition. Almost all parents tell us Google Classroom has been a very effective platform to keep pupils connected to their teacher and peers.
- Teachers have a greater shared understanding of what progression looks by linking assessment directly to Aberdeenshire benchmarks. Our RME, Technologies and H&WB progression support this work. There is a shared understanding of how often pupils are to cover a subject in a week, the length of writing to be proceeded by the average pupils of a given year.
- Transition – Into nursery – small group visits were planned across the summer holidays with focus on outdoor play. All pupils have settled quickly into the new nursery environment. Into P1 – a new Bertie Bear transition toy and new transition program was planned and introduced this year. This was evaluated. The impact was very positive. 76% parents reported that Bertie Bear helped their child engage with the Bertie Bear learning jobs. 90% enjoy Bertie. 85% reported that online Seesaw feedback worked for their child.
- Parents told us that the Seesaw communication between school and home during lockdown was well received, the videos of the school environment helped pupils settle into P1 well very well after lockdown. Cluster approaches with Inverurie and Huntly Cluster P7 to S1 are in place. A new Huntly Cluster transition working party has led to improvement.

This work continues. ASN pupils benefited from additional online transition support via Google Classrooms and Teams together with face to face get to together with Academy staff. Across classes, our teachers connected with their new pupils/ classes virtually before the end of term and send postcards to ASN pupils over the holidays. All these transition arrangements enable almost all pupils to return to school smoothly after a very unsettling period in lockdown.

- Bronze Rights Respecting Schools Award – 2019.

### **What are you going to do now?**

### **What are your improvement priorities in this area?**

- Whole school staff session on reviewing What quality learning, teaching and assessment looks like at Insch School? and the How we achieve this. A common whole school approach to L T and A to ensure greater consistency across 14 classes.
- Self-Evaluation sessions for teachers to evaluate learning, teaching and assessment linked to their own proactive against Level 5 HGIOS 4 exemplar. Practitioners identify areas of strength and weakness and go on to work with Level 5 practitioners in the school to spread consistency across school.
- Review of children as leaders of their own learner, adults equipping pupils with language and skills to talk about their own learning confidently.
- Outdoor learning training. Some teachers continue to identify this as a less confident area of expertise.
- Develop and embed Stuck Strategies across school.
- Develop DYW approach through Time To Play, Time to Learn, Time to Talk model.

## How good are we at improving outcomes for all our learners?

### **QI 3.1 Ensuring wellbeing, equality and inclusion**

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

**Relevant NIF priority: All**

**Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information**

**Level of quality for core QI: 5 Very Good**

**(HGIOS?4/HGIOELC? 1-6 scale)**

**How well are you doing?**

**What's working well for your learners?**

- Insch Nursery was inspected by the Care Inspectorate in October 2018. The inspection looked at quality of care and support and quality of staffing. The service was rated excellent (6) for quality of care and support and very good (5) for staffing.
- Additional PEF funded Pupil Support Assistant hours and LAC Attainment Funding is used to target —identified pupils. We have used our school data (SIMD, FSM, SNSA and TMR) to effectively identify target pupils and families with additional support needs ranging from emotional and social development, mental health, self-esteem and literacy and numeracy support needs.
- Most of our pupils understand what diversity is and can explain why some pupils require additional supports more than others. We hold regular Diversity assemblies (Dyslexia, Autism and ADHD).
- Our whole school approach to daily emotional regulation check ins and daily relaxation has impacted positively on almost all pupils.
- A new ASN Tracker system ensures individual that all information relating to an individual pupil learning needs are clearly recorded leading to effective support strategies being employed and shared with parents throughout a child's time at Insch School.
- During lockdown, teachers and SLT maintained contact with our vulnerable families, to support and check in with families. Arrangements were made for our most vulnerable families to access the Hub. The school coordinated support for several families the food back donations and grants for clothing. This was gratefully received by our families.
- As a result of our approach to wellbeing we are improving outcomes for almost all children and their families.
- In previous years, some pupils were supported at breaktimes and before school with our Calm Club, Zone Clubs and Early Birds. Target pupils who found break times challenging enjoyed these supervised clubs. They told us they liked to play in a smaller, adult led environment. With Covid restrictions, these clubs are no longer running. However, our staggered start and end times mean that there are less people in the playtime then before and for the first time in many years, all our pupils are enjoying outside playtimes. This has been achieved by provision of play equipment funded by the PTA, loose parts play kits and review of play space areas to comply with restrictions.
- Our sensory diets support pupils well with sensory difficulties. The Sensory Room has been reviewed and upgraded as we return to school this year. This change has been led by our ASL team and funds secured from Friends of Insch Hospital for additional funding of resources.

- Many of our ASN pupils with significant needs are supported well with widget social stories if required, to help them cope in social situations. This has a positive impact on a number of pupils and teaches individual pupils strategies to use when things get tricky for them.
- We monitor the impact of these additional supports. Our parents and pupils tell us at school review and MAAPM that they like these activities and that they help their child. Almost all pupils feel included, nurtured and cared for. Pupil H&WB Survey results Aug 2020.
- Most of our pupils behave very well in school and throughout the community. For the most part, relationships across the school community are very positive and supportive. Pupils tell us that they know what to do if they have a problem and feel safe, nurtured, respected and happy at school.

## How do you know?

### What evidence do you have of positive impact on learners?

- The Nursery care inspectorate report of Oct. 2019 reported:

*The key worker system enabled staff to build secure and trusting relationships with both children and parents. This ensured high quality information was shared that enabled staff to meet children's changing needs. There was an extensive range of opportunities for parents to be actively involved in their child's learning. Staff understood the significantly positive impact parental involvement had in supporting children to achieve their potential. As a result, children were progressing and developing very well.*

*We found individualised additional support was provided that was having a significantly positive impact. As a result, children and their families were extremely well supported, and children were flourishing in the service.*

*The extensive range of interesting and motivating learning opportunities, both indoors and outdoors, effectively supported children to progress and achieve their potential. The ongoing intergenerational project with a local care home had resulted in extremely positive outcomes for both children and the care home residents. Children had grown in confidence and were demonstrating more empathy, respect and compassion towards others.*

*Children were confident in their own abilities and helped each other whilst playing. They negotiated with their peers, took turns and played with each other respectfully. On the rare occasion where staff needed to intervene, they did this skilfully, supporting children to find their own solutions.*

*Staff were knowledgeable and competent and extremely motivated. They were continually reflecting on their practice and looking at ways they make further improvements. Staff made very good use of training, best practice documents and research to develop their understanding. We found this impacted very positively on their practice and resulted in improved outcomes for children.*

*Staff had taken on leadership roles to further developing a number of key areas. This had improved staff knowledge and confidence as well as improving the quality of experience for children.*

- Our PEF projects continue to impact positively on individual pupils. The emotional regulation group demonstrated prior to lockdown that they were using strategies they had been taught. Less incidents were occurring. The physical fitness group showed increased levels of concentration and focus in class. The Drumdarroch Care Home group showed increased confidence. Pupils told us: *I have learned to speak louder and more clearly to people, I loved interacting with the elderly and find out about them, I have learned to be patient and kind.* Residents continued communication with the pupils during lockdown. This tells us this project is valued by the elderly residents and our pupils and will continue when it is safe to do so.
- As a result of our diversity assemblies, most of our pupils have a good understanding that we are all different. Almost all pupils respect one another for their differences.
- Relationships among almost all pupils and between adults and almost all pupils is very respectful and supportive. In our H&WB Survey of Aug 2020, most pupils told us they find our daily relaxation and mindfulness session helpful. They tell us this helps them relax

after break times and help them to get ready for the afternoon of learning ahead. A minority of our older P7 pupils told us they were not finding daily relaxation as helpful as it used to be. Changes are being made to give greater flexibility with this approach for these older pupils. Daily check ins are working well and contributing to establishing very positive relationships between pupils and staff. Emotional regulation language used across the school supports pupil emotional regulation needs well. The 5 Point scale is also used across the school effectively.

- Our Parent Council reported that the schools work to improve wellbeing, equality and inclusion was particularly evident during lockdown. Mentimeter Survey Sept 2020.
- A variety of approaches are implemented to ensure wellbeing for pupils and families. These include Seasons for Growth. This is the second year this session has run. Our ASL team now leads this training which is supporting pupils cope with change. This work supports pupils affected by change in their lives e.g.: a sibling / parent bereavement. School work closely and responsively with the Grampian Bereavement Service to support our families in times of tragedy.
- The new playtime arrangements are impacting positively on almost all pupils. Pupils tell us that they enjoy being outdoors playing with the new toys and equipment. Some of our ASN pupils who have previously attended The Zone at lunch, now go outdoors daily. These pupils have established friendship outside in the playground and are playing outside after school. This is impacting positively on individual pupil attainment as their health and wellbeing has improved.
- Supports in place for individual pupils who require support are recorded for all these pupils. This ensures continuity of support as required at key transition periods.
- Regular assemblies focus on new SHANARRI characters (Team Included, Respecting Rubies, Mr Responsible and Achieving Albert) to remind pupils of behaviour expectations in school and in the wider community. These are reinforced by our local Ministers during assemblies.
- The school community responded quickly to the Covid-19 pandemic and transitioned well to the new norm of home learning. High levels of communication between all stakeholders ensured that we continued to deliver high quality education experiences in lockdown.
- Application for 28 vulnerable children received iPads in phase 1 of Connecting Scotland Fund, 9 children received iPads in phase 2 with 2 families receiving dongles to help with connectivity. This meant during second phase of lockdown these children had the technology to help support their learning. Application and receipt for 60 Vodafone sim cards with 90 days free data to help support families with remote learning. These went to the 49 families above.

### **What are you going to do now?**

### **What are your improvement priorities in this area?**

- Continue Diversity Assembly planning: Dyslexia, ASC, ADHD, other on a termly basis.
- Embed UNCRC into whole school practice.
- Wellbeing and Learning will be a major SIP for next session. Further develop Nick Murray Build Back Better techniques that support wellbeing: create whole school community definition of wellbeing is, develop consistent stuck strategies across the school and nursery and more .....

## QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy  
Attainment over time  
Overall quality of learners' achievement  
Equity for all learners

**Relevant NIF priority: All**

**Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information**

**Level of quality for core QI: 4 Good  
(HGIOS?4/HGIOELC? 1-6 scale)**

**How well are you doing?**

**What's working well for your learners?**

- Since our journey of change and transformation commenced in Jan 2015, TMR data has been gathered every year. We know our Inch School journey well and are fully committed to the continued journey ahead. Robust systems are in place to track pupils and pupils are making progress with supports appropriate in place.
- Inclusive practices are in place in support all our higher level ASN needs pupils. Dyslexia friendly and ASD friendly strategies are central to our inclusive practice approaches. In the last 2 years, 4 teachers have completed the Inclusive Practice Certificate at Aberdeen University. This team now supports the school on delivering advice and consultation and training for the school. Plans were in place to extend this knowledge across the Cluster. Covid has restricted this for now.
- In 2017, the nursery staff embarked on an Authority Family Nurture initiative visiting Fife Council to find out how Nurture approaches could be transferred to Inch School Nursery setting. The nurture approach is now well embedded in nursery and across school and has led to many parent partnership projects resulting in increased attainment for pupils.
- Almost all classes are set up with high standards of Literacy and ASD friendly approaches. As staffing changes, this can impact slightly.
- In 2019 the school embarked on a whole school approach to Emotional Regulation working with Educational Psychologist Services. This work was led by SLT through our reading of Paul Dix and later Nicky Murray.
- By focusing on diversity across the school, pupils learn that some pupils need different learning tools to them achieve their potential.
- Our TMR system is robust. Pupils are tracked individually 3 times a year from Nursery to P7. A multi-pronged approach of analysing teacher judgment, ASN audit and SNSA data all combine to make one overview of the whole school. We are confident that appropriate interventions are in place to support literacy, numeracy and emotional, health and wellbeing of our pupils.
- Most pupils are attaining expected levels in literacy, numeracy and health and wellbeing. Some children exceed expected levels.
- Almost all pupils are supported very well in their health and wellbeing. This has been a major focus of the school over the years. As a result, many of our pupils who were not achieving due to wellbeing issues are now ready to learn are making good progress.
- Our TMR and attainment conversations with SLT support teachers in identifying those pupils who require support, those who are coasting and those who require challenge. They tell us they find these sessions useful and we have seen an improvement in our school attainment as a result in literacy and numeracy over the years.

- Almost all staff have a good understanding of expected standards in literacy and numeracy supported by the local frameworks and national benchmarks. Our probationer teachers and NQTs are well supported in school by colleagues.
- Almost all pupils are successful, confident and responsible. They contribute effectively to the life and work of the school. Their opinions are sought and acted upon allowing them ownership of initiatives and their school community.
- Achievements are recognised and shared across the school. Those pupils who are at risk of missing out are identified and experiences planned for them e.g. our flexible curriculum opportunities: cooking, gardening, forest schools, fitness sessions, guitar tuition. This work is funded through our PEF budget.
- Pupils are given opportunities for developing their knowledge and skills through a variety of ongoing extra-curricular activities: P6 ski trips, P7 activity weeks, Glee Singing Competition, netball, Bikeability.
- Attendance levels are closely monitored, and steps are taken to support families and individual pupils to improve attendance when it falls below 90%. A few pupils' attendance falls below 90%. Supports are put in place and targets set through the MAPM process to improve this.
- After many years of staff development, a culture shift across the school towards inclusion, relationship building, consistent approaches to ASD strategies and flexible approaches to curriculum delivery for those who need more - we can now say that all pupils are fully included in their class and making good progress. As pupils leave and join the school, we adapt to our pupil needs and put in place approaches that work for the individual.

### How do you know?

#### What evidence do you have of positive impact on learners?

- Data is analyzed carefully (SNSA, FSM, TMR) to see what it tells us about our school community. In the beginning of our journey, attainment data told us that although the majority of pupils were well behaved and respectful, there was an underlying issue of a few stakeholders with lacked trust and respect. A few pupils' needs were not being fully met and were impacting negatively on the rest of the school. We set about a program of rapid change and improvement. Some 5 years later on, we have been successful in raising attainment and achievement in all our pupils and have created a committed Team at Inch School with full inclusion.
- Pupils now have access to tools for learning and use them confidently. The ASL team regularly review what is working, what is not working and what is needed to move things forward to progress individual pupil learning.
- The Zone and sensory room are well used with targeted purpose. Pupils tell us they like using these spaces to work in smaller groups or individually to support their sensory needs.
- Our ASL team have identified those pupils with significant gaps and are working regularly with them in smaller groups. We are seeing positive impact on this approach.
- Pupil Equity Funding has been used to support the emotional needs of some pupils through creative projects such as the intergenerational Drumdarroch Care Home project. Additional PSA funding through PEF funding has enabled physical fitness interventions, early level literacy and numeracy acquisition for some pupils and emotional regulation support.
- Nurture parental projects include: Parent Emotional Regulation Workshop, Nursery Book Bug sessions, Pop Up clothes and food shops, Say and Play sessions and regular and consistent close home school partnership to reduce parental anxiety, develop parental behavior support systems (1 2 3 Magic) and the use of visuals to support ASD pupils at home.
- We have created an Inch School Guide to Emotional Regulation. This is our Inch School approach to how we teach pupils to regulate their emotions. We recognize some pupils

need TIME, strategies, support and expertise adult intervention to help them through the difficult times. This continues to be a main school focus.

- **Feedback** following Parent/ Teacher phone calls held in Nov.2020 told us that all these parents (approx. 55% response rate) had been given information by teachers that told informed them of their child progress in literacy, numeracy and wellbeing. Verbal feedback from phone calls made in March 2021 told us that parents were happy with the progress made in pupils learning despite lockdown. They told us that learning was maintained during lockdown due to daily Live sessions and small/ individual group work that continuity over lockdown. A few parents did have some concerns about pupil's anxiety and the impact of socially of lockdown. Since return to school these pupils have been supported in school and progress made.
- Pupils are recognized for their achievements in a variety of ways: through volunteering for our MAD Award Scheme, School Scrap book, Head Teacher Awards, Points, Praise Awards. As we return from lockdown our emphasize is on settling pupils back. Pupils are recognized within their class via the Class Recognition board.
- Our most recent attainment data is summarised in our March 2020 TMR data.
- SNSA results: Over the years we have adapted our approach to more formal assessment experiences. We now set aside time to prepare pupils for this important assessment experience. This year as a result our P7 pupils worked hard, they applied themselves to the assessment and results were very good. Individual pupil results were shared with pupils. They were pleased to hear how they had performed. This has had a positive impact on developing awareness of themselves as individual learners as they transition into Academy.

### **Whole School Attainment**

Individual pupil attainment is tracked 3 times a year in Nov, March and June. Data is analysed by the Senior Leadership team. Follow up attainment conversations are held with class teachers.

We identify:

- individual pupils where support is required,
- pupils who are coasting in their learning,
- pupils who require further challenge in learning.

We share across the stage/ school, practice that is leading to improving outcomes for learners.

	2017-18	2018-19	2019-20	2020-21
Reading	86%	83%	No data Covid-19	81%
Writing	87%	81%		73%
Numeracy	82%	86%		84%
T/L	93%	91%		94%
H&WB				100%

### **What are you going to do now?**

### **What are your improvement priorities in this area?**

- Further develop consistency across the whole school of high quality learning, teaching and assessment pedagogy. SIP 2.
- Continue to raise attainment in numeracy through Growth Mindset approach and Winning Foundation project.
- School improvement for moderation and assessment is planned to further validate assessment and tracking of pupil attainment across the school. SLT engagement with QAMSO Authority development work in September/ October 2021.

- Utilize PEF funding to employ additional PSA hours to support individuals and groups of pupils as follows: social and emotional support, outdoors learning, flexible curricular approaches and P7 S1 extended transition work.
- Further develop learning and wellbeing work to ensure consistent approaches across school. By equipping our learners with tools to learn they can overcome challenges in learning.
- Stakeholders have been consulted to a lesser extent this year due to time constraints and Covid strains on schools. Next session, we will consult to a greater extent to ensure a wider stakeholder voice is heard e.g. PEF funding allocation.

## PEF 2020-2021 Total Allocation = £29,370

<p><b>Identified gap/ Data and analysis</b></p>	<p><b>Project 1 - Social and emotional wellbeing</b> – post lockdown returners who have required 1 to 1 support and emotional coaching.</p> <p><b>Project 2 - Outdoor Learning</b> – promoting emotional wellbeing and healthy lifestyles.</p> <p><b>Project 3 - Extended P7 S1 transition</b> ASN needs ASD.</p> <p><b>Project 4 - Creating Flexible Curriculum</b> experiences for ASN and vulnerable pupils.</p> <p><b>Project 5 - Homework Club</b> for vulnerable pupils FSM.</p>
<p><b>Expenditure</b></p>	<p>Social and emotional wellbeing – PSA sessions  Outdoor Learning – PSA sessions/ ASL teacher  Extended P7 S1 transition - PSA Sessions (LM)  flexible curriculum experiences – SFL Teacher /ASN teachers  Additional resources to be purchased  Homework Club – no cost potential utilises existing SFL teacher (Change hours)</p> <p>Staffing – 8 days PSA hours £3060 x8 = <b>£24,840</b> leaving £4,530 for expenditure as noted below</p> <p><u>Other</u>  Espresso Subscription £1648  Sumdog Subscription £1070  Nessie licenses £80  Season for Growth £100  Dyslexia screeners £52.48  Tig Tag Subscription £500 every 2 years  Additional Flex curriculum resources £1,000   <b>£4,448</b></p> <p>Total = <b>£29,288</b>  There may be underspend depending on actual PSA salary total.</p>
<p><b>Expected outcomes</b></p>	<ol style="list-style-type: none"> <li>1. Social and emotional wellbeing – for children to manage their anxieties with a variety of strategies, for pupils to manage their emotions more effectively, to develop emotional literacy skills so they can identify and communicate what they are feeling and how they can deal more effectively with situations (as opposed to crumble and cry).</li> <li>2. Outdoor Learning – for the identified children to be able to work more effectively with their peers developing communication skills, problems solving skills so that others</li> </ol>

	<p>can understand their feelings. To increase outdoor time exploring and engaging in the outdoor environment. for children who are not doing at home. To promote a healthy outdoor active lifestyle.</p> <ol style="list-style-type: none"> <li>3. Extended P7 S1 transition - to give them additional visit time to the academy, so they can build relationships with the new support network at their new school.</li> <li>4. Flexible Curriculum Experiences – to give opportunities to develop life skills e.g. cooking, practical daily tasks, creative experiences, snack and building key language, communication skills.</li> <li>5. Homework Club – targeted approaches to literacy and numeracy to support vulnerable pupils who lack parental engagement at home/ and or who require differentiated support. (Consideration to how we can engage with parent partnership contact this year due to Covid).</li> </ol>
<p><b>Impact Measurements</b></p>	<ol style="list-style-type: none"> <li>1. Social and emotional wellbeing – children can speak about emotions, happier pupils, talking about emotions with confidence. We can see them using the strategies in practice independently.</li> <li>2. Outdoor Learning – we will see this is their increased focus and improved behaviour. There will eb positive impact of the classroom as pupils are more settled on return from sessions, healthy looking pupils with increased colour on the faces.</li> <li>3. Extended P7 S1 transition - pupils will transition confidently into transition week in June knowing they have a supported network around them.</li> <li>4. Flexible Curriculum Experiences – pupils will show focus and attention in these sessions and will develop new skills. They can share these skills at home.</li> <li>5. Homework Club – increased attainment in literacy and numeracy and show increased confidence in class.</li> </ol> <p><b>Actual Impact – 28/5/21 PEF Review</b></p> <p>Due to Covid bubble mixing PEF plans have had to be adapted to account for need for bubbles. The additional hours have gone to target a wider range of pupils.</p> <p><b>Outcome 1: Supporting Social and emotional well being/ closing attainment gap H&amp;WB.</b> Confidence in children has grown, they have a safe person at school now who they check in with regularly sharing thoughts, feelings and emotions safely and confidently. Widening social friendships through adult led sessions. Regular time out of class for children to participate in physical activity. They are focusing and regulating behavior and emotions when back in class as a result.</p> <p><b>Outcome 2: Closing attainment gap Literacy and Numeracy</b> - Post lock down face to face in school- we have been able to plan a wider range of focused, targeted children who have struggled during lock down in order to help close the attainment gap which has widened during lock down. P7 SNSA results are very good. This is due to additional support received.</p> <p><b>Outcome 3: Supporting Anxiety</b> - During lock down our PSA funded PEF staff worked with identified children who were struggling socially and mentally through regular on line Google classroom: check ins, social games with adults and peers. They also worked with pupils who were struggling with demands and isolation of home learning by being a catalyst to connect vulnerable peers in a safe adult led environment. This was very well received and recognized by parents.</p> <p><b>Outcome 4: Upskilling PSAs</b></p>

	On return from school, the relationship between PSAs and pupils has strengthened. The understanding of the children and how to support pupils from a PSAs perspective is deeper than before. Staff have had autonomy to led this learning for themselves, albeit guided by teachers from a distance. They are now more confident working in school with groups because they are upskilled.
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## PEF 2021-22 Looking Forward Year 5    Total Allocation = £30,630

<b>Identified gap/ Data and analysis</b>	<p>We use our FSM, LAC, SNSA and TMR data to identify key pupils. Key focus:</p> <ul style="list-style-type: none"> <li>• Closing attainment Gap: literacy and numeracy</li> <li>• Providing additional experiences for those of disadvantaged backgrounds who do not have.</li> <li>• Proving additional flexible curricular opportunities for those who benefit from additional experiences (equity).</li> </ul>
<b>Expenditure</b>	<p><b>Project 1: Additional Experiences for disadvantages pupils</b> funded by: * additional PSA hours * hiring of skilled tuition from partner providers e.g: Boxing, Relax Kids, BLC hire and tuition, Active Schools.</p> <p><b>Project 2: Closing the gap - literacy and numeracy attainment</b> *purchase of subscriptions and licenses to support learning (see below) *additional PSA hours</p> <p><b>Project 3: Flexible Curriculum Opportunities</b> *hire of BLC hall and tuition *additional PSA hours * purchase of resources to support groups: gardening, sewing, cooking and shopping *payment of swimming cost, Therapist, Falconry Centre.</p> <p><u>Other</u> Espresso Subscription £1648 Sumdog Subscription £1070 Nessie licenses £80 Season for Growth £100 Dyslexia screeners £52.48 Tig Tag Subscription £500 every 2 years Resilience for All P6 year project £ Additional Flex curriculum resources £1,000    <b>£4,448</b></p>
<b>Expected outcomes</b>	<p><b>Project 1: Additional Experiences for disadvantages pupils</b> funded by: Experiences provided at school for disadvantaged that otherwise would miss out.</p> <p><b>Project 2: Closing the gap - literacy and numeracy attainment</b> Improvement in TMR data/ SNSA results for identified individuals</p> <p><b>Project 3: Flexible Curriculum Opportunities</b> Increased inclusion for pupils with significant ASN entered around quality life learning skills.</p>
<b>Actual Impact</b>	May 2022 to be completed

## Capacity for improvement

The school is in a strong position to develop and grow in our continued journey to excellence. This is supported by the commitment to continual self-evaluation that runs through the school.

It was announced by the Authority in June 2019 that a new build nursery was to be planned to open in August 2020 to accommodate increased 1140hrs nursery hours. Due to a fall in school roll, it is planned that a refurbishment program will now go ahead on the existing site of the nursery instead of a purpose-built new build. The refurbishment will include upgrade of the nursery inside and outside space. In addition, parts of the main school that do not meet capability studies will be upgraded e.g. provision of secure reception area, provision of regulation toilet provision. Costings are underway and final decisions by the Authority are to be made in session 2021-22.

The school have already trialed increased 1140hrs places to targeted families in January 2020. Full implementation of 1140hrs will commence from August 2021 as per SG requirements. The nursery team will continue to provide sector leading nursery provision as identified in our latest Care Commission Report of October 2018.

Staffing continues to be a challenge in rural Aberdeenshire school of the Huntly area. This can impact operations throughout the year and result in staffing shortages. The last minute announcement to staffing levels each year in mid June (teacher allocation for the coming session and PSA allocation) adds unnecessary stress and unrest. This impacts on our ability to carry out quality transition programs for our learners and their families. In addition, the fact that no additional staffing is factored into primary schools coupled with the fact that there is limited supply staffing to call on means that there is no cover for partnership working meetings and staff illness. Our ability to ensure equity for our learners in providing additional quality experience is heavily reliant of staffing levels.

Our commitment to leadership of learning across the school among pupils and staff will ensure there is positive impact for all our pupils. Staff are encouraged to take on developmental opportunities at Inch School.

Our Early Years P1 team embarked on a practitioner enquiry on early level learning last year. As their knowledge and understanding of the Early level curriculum pedagogy is enhanced and, if space is created in the refurbishment program as we would like, our commitment to play based learning can develop even further.

There are now 4 teachers with specific knowledge of ASD on the staff team following successful completion of the Inclusive Practice Certificate. A further teacher will participate this year. As we open up again post lockdown, we can again start to expand this knowledge within school and across the Cluster.

Our commitment to school self-evaluation together with our close working relationship with all stakeholders including the local community support us well in bringing to fruition our vision, values and aims for our school, the Cluster and our community.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child.

## School Improvement Plan 2021-22

### Action Plan 1 LEARNING AND WELLBEING

ONGOING

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b>  School leadership  Teacher professionalism  Parental engagement  Assessment of children's progress  School improvement  Performance Information</p>	<p><u>HGIOS and ELCC</u></p> <p>1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement  3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress  3.3 Developing creativity and skills for life</p>	<p><b>Aberdeenshire Priorities:</b></p> <ol style="list-style-type: none"> <li>Improving learning, teaching and assessment.</li> <li>Partnership working to raise attainment.</li> <li>Developing leadership at all levels.</li> <li>Improvement through self-evaluation.</li> </ol> 		
		<p><b>Data/evidence informing priority:</b> Engagement with stakeholders (E Forms Surveys), Learning Walks, Pupil observations, VSE focus groups.</p>		
<p><b>Key actions</b>  As a result of our approach to wellbeing, we are improving outcomes for children and their families.</p>	<p><b>By whom</b></p>	<p><b>When?</b></p>	<p><b>How will we evaluate impact? (Measurements of success)</b></p>	<p><b>Progress</b></p> <p>On Track  Behind Schedule  Not Achieved</p>
<p><b>1. Curricular Drivers Learning to Lead Change</b>  Curricular Drivers – Right Drivers for Success - Michael Fallan and Nick Murray background research/ rationale. SLT learning of Nick Murray, Build Back Better and Michael Fallan, Right Drivers for Success. From this we can develop our action plan.</p> <p><b>2. Community Learning: What is Wellbeing?</b>  <i>Developing a shared community understanding of Wellbeing and kindness? Developing a shared approach to teaching wellbeing at home and school.</i>  Class work on wellbeing through The Boy, The Mole, The Fox and the Horse, Charles Mackesy. Follow up assembly.  Extend wellbeing understanding to family learning – what does wellbeing mean to your family? Collaborate Parent</p>	<p>SLT</p>	<p>May 2021   Term 1 Sept.     Term 2  INSET</p>	<p>HGIOURS SE material benchmark starting point Aug.   Repeat set end point.   Continue to review again next year to measure progress.</p>	

<p>Council and wider nursery/ school families. Create wellbeing definition for school. Wellbeing is .....</p> <p>Develop a shared approach to teaching wellbeing at home and school.</p> <ol style="list-style-type: none"> <li>3. <b>Children are Reporters of their own learning: Developing a shared language for adults at home and school to support pupil learning.</b> pupil conferencing skills, flipping it (what do the adults need to teach our children to do to support this). Find ways to incorporate this shared language of learning.</li> <li>4. <b>Stuck Strategies based on Try, Take, Talk N-P7</b> for consistency and progression of skills. Class poster. Share home. Incorporate new language assemblies.</li> <li>5. <b>Structure planning across school: Time to Learn, Time to Talk, Time to Play, Time to Think, Time to Regulate.</b> Common focus on what we want to achieve.</li> <li>6. Healthy Eating Project – Family Project</li> </ol>		<p>Term 2</p> <p>Term 4 INSET Feb Start – implement Aug start</p>		
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## Action Plan 2

### HIGH QUALITY LEARNING, TEACHING & ASSESSMENT

NEW

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy.</li> <li>• Closing the attainment gap between the most and least disadvantaged children.</li> <li>• Improvement in children and young people's health and wellbeing.</li> <li>• Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS and ELCC</u></p> <ol style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff/ practitioners</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> <li>3.1 Improving/ ensuring wellbeing, equality and inclusion</li> </ol> <p><b>Specific to HGIOS 4</b></p> <ol style="list-style-type: none"> <li>3.2 Raising attainment and achievement</li> <li>3.3 Increasing creativity and employability</li> </ol> <p><b>Specific to HGIOELC</b></p> <ol style="list-style-type: none"> <li>3.2 Securing children's progress</li> <li>3.3 Developing creativity and skills for life</li> </ol>	<p><b>Aberdeenshire Priorities:</b></p> <ol style="list-style-type: none"> <li>1. Improving learning, teaching and assessment.</li> <li>2. Partnership working to raise attainment.</li> <li>3. Developing leadership at all levels.</li> <li>4 Improvement through self-evaluation.</li> </ol> 
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<p><b>Priority 2 :</b> Pedagogy will be consistent across the school in order to ensure continuous progress for all learners.</p>	<p><b>Data/evidence informing priority:</b> .....</p> <p>TMR, Collegiate working, lesson observations, teaching and learning improvement group</p>			
<p><b>Key actions</b></p>	<p><b>By whom</b></p>	<p><b>When ?</b></p>	<p><b>How will we evaluate impact? (Measurements of success)</b></p>	<p><b>Progress</b></p>
				<p>On Track</p>
				<p>Behind Schedule</p>
				<p>Not Achieved</p>
<p><b><u>Consistent pedagogy</u></b>  Staff will work together to create a shared vision of good vs great teaching and use this to ensure there is consistency of pedagogy across the school.</p> <ul style="list-style-type: none"> <li>- Refresh of Learning and teaching expectations</li> <li>- This should feed into the lesson evaluation toolkit</li> </ul>	<p>All teaching staff  Term 1</p>		<p>TMR  Staff survey  Lesson observations and evaluations.  Self-evaluation</p>	
<p><b><u>Leadership of learning</u></b>  Staff will be given the opportunity to form a ‘Learning and Teaching Improvement Group’ in order to lead development of a ‘Lesson evaluation toolkit’.</p> <ul style="list-style-type: none"> <li>- Peer observations and SLT observations will be based on this.</li> <li>- Evaluation of this after first use and amendments made where appropriate.</li> </ul>	<p>Learning and teaching improvement group  Term 1/2</p>		<p>Lesson evaluation toolkit review  Observation feedback  Staff voice</p>	
<p><b><u>Professional learning culture</u></b>  Staff will be encouraged to share their learning from their professional reading via a ‘Learning from Reading’ wall in the staffroom.</p> <ul style="list-style-type: none"> <li>- Professional reading group to be established to discuss pedagogy.</li> <li>- Professional reading library in the staffroom developed.</li> </ul>	<p>Jenny – Wall display  All staff - professional reading</p>		<p>Discussions  Reading group  Language of learning being used around the school  Staff leadership of initiatives.</p>	
<p><b><u>Moderation and Assessment</u></b>  Staff will use ‘Hot and cold’ assessments to gauge progress and see learning in pupils. Based on Nicky Murray work.</p> <p>SLT to lead QAMSO work across school. Moderation and assessment to reinforce robust TMR and ACEL data.</p>	<p>Teaching staff  DHT</p> <p>Planned Moderation events</p>		<p>TMR discussion  Learning conversations  Jotters  QA  Moderation  Planned Assessment approach</p>	



## Wider Achievements Session 2020-21

Covid restrictions have impacted significantly on how schools have been able to operate this year. Lockdown has also restricted what we have been able to achieve in terms of offering wider educational experiences. There are however many positives from the adjustments made during the pandemic and we will take forward many aspects of how we work with us as we enter the new norm.

- Our staggered start times has impacted positively on pupils. We now offer a nurturing welcome to the start of the school day. SLT and PSAs are on hand to meet and greet children daily. The parent free playground together with reduced pupil numbers allows space and quiet to make this a happy, welcoming place to be. We will operate 2 start and end times as we move forward: 8.45 or 9.00am.
- The structure of the school day has changed to support social bubbles. Social time at play time and break time is organised into: The Einstein's, The Nightingales and The Mandelas. Pupils enjoy a larger, less crowded play environment. PSAs are assigned to each group and support a reduced number of pupils during class learning time and social play time. Staff have built up quality relationships that support pupils in their learning and play. This has had positive impact on pupils and PSA staff. This way of working will continue.
- Lockdown home learning required ALL staff to develop their digital technology skills on Google Classroom. Teachers and PSAs stepped up and supported each other in the acquisition of new technology skills. Our pupils reported that daily contact with their teacher and individual or small group sessions with another school adult, helped to support their learning and wellbeing during lockdown. Our PSA staff report they feel happy and valued as key members of the learning support team.

Here are a few of our other wider achievements.

### Wider Achievements



**Early Years Outdoor Education Award**  
March 2020



**P1 Bertie Bear**  
Transition Bear  
funded by PTA



**Euro Quiz Winners** May 2021  
2<sup>nd</sup> place in Aberdeenshire



**House Captains** – pre Covid.  
Taking on leadership roles  
across the school in planning  
and organising Golden games  
- DYW skills



**Clan Lighthouse Project.** Whole school learning focus.

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