



Insch School

Standards and Quality Report Parent Summary Session 2021-22

What is a school Standards and Quality Report?

All schools are required to produce a Standards and Quality Report every year. This outlines the work of the school over the year. The full report is available for all stakeholders to view on the school website here: <https://insch.aberdeenshire.sch.uk/standards-and-school-improvement-2/> . A summary version is provided below. Evaluation grades are awarded as per key below.

Quality Indicator Grades	6= Excellent	5= Very good	4=Good	3 = Satisfactory	2= Weak	1= Unsatisfactory
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How good is our leadership and approach to improvement?

Grade 4

Visitors to the school comment positively on the pupil's pride in the school. In March 2022, a Danish teacher Erasmus group told us that our pupils take pride in the school. In January 2022, an authority QIO quality assurance visit commented that pupils are polite and eager to engage in learning discussions. Almost all pupils talk confidently about their school and of the feeling of belonging they have to the school. They talk passionately and affectionately about what goes on in the school.

Child friendly values are embedded across the school. All children know that at Insch School pupils are taught to: Aim High, Show Respect, Be Safe and Value the Community. Weekly Praise Awards and termly Head Teacher awards reinforce these core values.

The schools' values are reinforced using child friendly SHANARRI characters. Achieving Albert helps our children understand how they can Aim High while Respecting Ruby shows children how to make safe choices. Team Included reminds pupils to Value the community. Almost all our pupils know these characters.

In May 2022, stakeholder surveys were created and shared on PEF spend and next sessions school improvement priorities. *"It looks like funding has been very well allocated on a mixture of high-quality resource to support Literacy, numeracy and health and wellbeing as well as additional PSA staffing."*

The low response rate to the survey means that parental engagement has been identified as an area necessary of school improvement. We will continue to explore ways to increase parental engagement on issues next session in a way that parents find meaningful.

Library Leaders, House Captains and Sport's Leaders, JRSOs, and Learning FBI groups have all had a positive impact on the running of the school this year. Improvements include the reorganisation of the library, several high-profile road safety initiatives across the school led by children for children including the Be Bright, Se Safe campaign and Bike Safety Check. Our House Captains plan and implement Golden Games playtimes for their house members. Sports Leaders have successfully planned and implemented sports lessons for every class in the school. They also assisted academy pupils in the running and operation of this year's Sports Day.

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

Grade 4

All staff engaged very positively with professional reading, Paul Dix 'When the Adults Change Everything Changes in 2018-29'. Strong relationships are evident and valued by staff and pupils. These relationships support learning and teaching across our school.

A progressive H&WB curriculum across the school underpins the teaching of H&WB. Our consistent approach to emotional regulation, a daily check in with relaxation and daily KM run support all our pupils. Pupils tell us that these approaches help their emotional and mental wellbeing.

Regular Learning Conversations with individual pupils, class observations conducted by pupils (Learning FBIs), visitors and SLT show that almost all pupils are working hard and are enthusiastic and committed learners.

Well planned meaningful outdoor learning is embedded in Early Years (nursery and P1 classes). This supports pupil learning very well.

Learning for Sustainability is a whole school learning project delivered in Term 3 2022. Pupils learned about the world's global environment and their place in it. Positive parental feedback was received. *"I think the project you have been doing has been so informative and is not only educating our children and allowing them to think about the environment at an early stage, but it is also educating us adults further because it's a lot harder to ignore your kids than a news item."*

We know that our pupils can talk confidently about their learning; what they are doing well in and what they need to improve. Our quality assurance program and visitors to the school tell us this is so.

Growth mindset is a continued school focus. Two classes participated in the Winning Minds Foundation Maths project in session 2021-22. Pupils were supported in their thinking: *"I find maths hard, but I have the tools to help me get better."* Results showed that children are happier knowing it's OK to make mistakes. Struggling can be good because it makes your brain work.

PTO

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<p>How good are we at improving outcomes for all learners? Grade 5</p> <p>All pupils learned about the importance of emotional and mental wellbeing in Term 1 Session 2021-22. All pupils engaged creatively with 'The Boy, The Mole, the Fox and the Horse'. Work was shared with parents on Sway with positive feedback.</p> <p>Our PEF funding provides additional PSA hours. We use this to deliver small group / individual interventions for those who need it most. Pupils are identified based on TMR tracking data.</p> <p>Intervention groups include, Walk and Talks, Toe by Toe, Plus 1, Fine Motor Skills, Social Skills, Memory Skills, Nessy spelling and confidence and self-esteem groups.</p> <p>Interventions continue to impact positively on individual pupils. We know this because we ask our pupils regularly if the interventions groups they attend help them. Feedback includes: P6 child – <i>"It helps with my spelling and sounds. I have learned how to chunk up my words to help me sound them out."</i> P7 child – <i>"Toe by toe has helped improve my writing in class as it has helped me with my sounds for spelling."</i> P7 child – <i>"Doing the time section has really helped me to understand it better. I can also identify the 24-hour times from 1300 onwards and understand how it works now."</i> P7 child <i>"Sometimes I have too much in my head and I need to get it out. I know I can do this when I have walk and talks and that helps me cope with it."</i></p> <p>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.</p> <p>Relationships amongst almost all pupils and between adults and almost all pupils are very respectful and supportive.</p> <p>A variety of approaches are implemented to ensure wellbeing for pupils and families. These include Seasons for Growth.</p> <p>Following the sudden and traumatic death of a pupil in Jan 2020, the school continues to work closely and responsively with the Grampian Bereavement Service to support our families and individual pupils in dealing with the trauma experienced.</p> <p>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 a high-quality education experience during lockdown.</p>	<p>Attainment Data Raising Attainment and Achievement Grade 4</p> <p>Individual pupil attainment is tracked three times a year in November, March and June. Data is analysed by the Senior Leadership team. Follow up attainment conversations are held with class teachers. We identify:</p> <ul style="list-style-type: none"> • Individual pupils where support is required • Pupils who are coasting in their learning • Pupils who require further challenge in their learning <p>We share across the stage/ school, practice that is leading to improving outcomes for learners.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> <th>2021-22</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>86%</td> <td>83%</td> <td rowspan="4">No data Covid-19</td> <td>81%</td> <td>81%</td> </tr> <tr> <td>Writing</td> <td>87%</td> <td>81%</td> <td>73%</td> <td>76%</td> </tr> <tr> <td>Numeracy</td> <td>82%</td> <td>86%</td> <td>84%</td> <td>85%</td> </tr> <tr> <td>T/L</td> <td>93%</td> <td>91%</td> <td>94%</td> <td>88%</td> </tr> <tr> <td>H&WB</td> <td></td> <td></td> <td></td> <td>100%</td> <td>92%</td> </tr> </tbody> </table> <p>Pupil Equity Funding PEF No Grade</p> <p>Scottish Funding allocation is based on Free School Meal entitlement.</p> <p>PEF Allocation Session 2021-22 = £30,630</p> <p>Spend on additional staffing PSA hours to support class, identified small groups and individuals, P1 adult support.</p> <p>Technology subscriptions: Sumdog (Numeracy), Espresso (Cross curricular), ASN resources: Nessy licences, Seasons for Growth resources and more...</p> <p>PEF Stakeholder Survey conducted in May 2022 to share how this budget has been spent and to gather views on how this budget should be spent.</p> <p>PEF Allocation Session 2022-23 = £29,400</p> <p>Continue to spend on additional PSA hours to support learning and teaching and provide targeted individual pupil attainment. Repeat PEF Stakeholder Survey May 2023.</p> <p>Pupils who require support 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. PTO</p>		2017-18	2018-19	2019-20	2020-21	2021-22	Reading	86%	83%	No data Covid-19	81%	81%	Writing	87%	81%	73%	76%	Numeracy	82%	86%	84%	85%	T/L	93%	91%	94%	88%	H&WB				100%	92%
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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.

Successful implementation of 1140hrs nursery provision commenced from August 2021 as per Scottish Government requirements. The nursery team will continue to provide **sector leading nursery provision** as identified in our latest Care Commission Report of October 2018. Nursery upgrade and refurbishment plans are ongoing as funded by the Authority.

Staffing continues to be a challenge in rural Aberdeenshire school in the Huntly area. This has had significant impact with higher than usual staff absences due to Covid.

Our ability to plan **targeted support for pupils** is dependent on ASL and PSA staff allocations. Although we can increase our PSA hours through our PEF budget, we will be operating on a reduced numbers of PSA hours overall next session. We will therefore continue to be creative in finding ways to support our young pupils.

As the knowledge and understanding of the Early level curriculum pedagogy is enhanced, we can develop our commitment to **play based learning** even further into P2 classes and beyond.

There are now three teachers with specific **Growth Mindset** training following their completion of the Winning Foundation Growth Mindset project. This work will be developed across the school.

Early Years Senior Practitioner to train intensively this summer at Edinburgh University: Fred Froebell **Childhood practice block play**.

Our planned commitment to developing our approaches to **outdoor learning** will impact supporting pupil wellbeing and engagement in learning.

Wider Achievements and Memories 2021-22

World Book Day, March 2022

Our library leaders organised a whole School World Book Day event. Pupils were invited to dress up as their favourite character or wear their pyjamas. The Library Leaders arranged quizzes and organised a 'How many books are in the bag competition?' This was an inclusive event and pupils showed their love of books!



Euro Quiz March 2022

P6 pupils took part with 26 other teams for Euroquiz 2022. The team studied European countries, rivers, mountain ranges, flags, traditions, celebrations, currency, food, music, sport and much, much more. They competed against 26 other teams in Aberdeenshire and got a fabulous score. Although they didn't win the competition, they were up there with the best teams and were not far off 3rd place. /PTO

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Times Table Rockstars Battle of the Bands May 2022



P2 to P7 pupils engaged very enthusiastically with the Times Table practise event. Williamston House were the winning house with highest scores however, this event showed that pupils are excited to engage in

online learning of times tables. Many children are developing faster recall of times tables through use of the Times Table Rockstars learning platform.

Sports Day May 2022



We held our first parent event in two years post pandemic. This was a very successful parent and pupil event. The event was planned in collaboration with Active Schools, our PE teacher, Academy pupils and our own Sports Leaders who ensured the event ran smoothly.

Queens Jubilee Celebrations June 2022

As part of the Queen’s Jubilee Celebrations, classes learned about the Queen in her Jubilee year and created art for display around the village over the Jubilee weekend. Our catering team organised a Jubilee Picnic lunch in the community centre. The Choir performed at the Jubilee Community Concert and enjoyed getting back to singing again after a long two-year break. The PTA organised a Jubilee Treasure Hunt around the village community.



Junior Road Safety Officers

Two successful events that have highlighted safe and active travel. Be Bright, Be Seen Day and the Sustrans Big Walk event was organised and run by our pupils JRSO’s in March.
/PTO





JRSO Safe Bike Event

The JRSO's continue to highlight safety on the road by organising a highly informative and educational Safe Bike Event for P5 and P6 pupils. June 2020.

Pupil Leadership Opportunities

Our pupil lead group continue to have a positive impact on the work of the school. Active Schools trained our Sports Leaders again this year. The pupils then planned and delivered sports sessions themselves for all classes in the school. They went to take on leadership roles in the organisation and running of sports day.



Meet our new Sports Leaders

Hope, Kyle, Emmy, Rebecca, Gracie, Fraser, Riley and Ethan.

Play based learning P1/ P2

Following in depth teacher training and research, the P1 team in collaboration with the Early Years nursery team have successfully developed and implemented an outdoor and indoor play-based pedagogy that delivers impact for our learners. This is being extended to P2 classes.



Community Links

Insch Community Centre

We are delighted to be able to utilise the Insch Community Centre on a daily basis. This offers valuable indoor and outdoor learning space to the whole school. Quality PE and outdoor learning activities are planned in this new space. We continue to re-establish our community links within the village of Insch to create a meaningful learning experience for our pupils. PTO

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Community Christmas Present Appeal, December 2021



This year we worked with Dr Kay's Church on the Community Christmas Present Appeal. We gathered in 120 parcels from our families and delivered these to Foundlands Court and Drumdarroch Care Home. Pupils learned that it is important to think of others in our local community, especially the vulnerable and the elderly.

Looking Forward

Planned School Improvements Session 2022-23

Year 1 2021-22	Year 2 2022-23	Year 3 2023-24
1.1 Self Evaluation for self-improvement	1.2 Leadership of learning	1.3 Leadership of Change
<ul style="list-style-type: none"> New Pupil Group – Self Evaluation of learning by pupils 'Learning FBIs' (Miss More) PEF Budget Stakeholder Views Survey – May 2021 School Improvement Stakeholder Views Survey – May 2021 <p><i>Impact: We understand what parent and pupil views are and can use these to set school improvements.</i></p> <p><i>Pupils participate in groups that influence how we improve the school.</i></p>	<ul style="list-style-type: none"> VSE Authority Model working with trio schools Further develop Pupil Group Learning FBIs – Pupil Self Evaluation Group Repeat PEF Budget Stakeholder Views Survey – May 2021 Repeat School Improvement Stakeholder Views Survey – May 2022 <p><i>Impact: Stakeholders identify and make improvements to learning and teaching across the school.</i></p>	<ul style="list-style-type: none"> Extend Learning FBIs Pupil Group to include collaborative visits to another school. Self-Evaluation of Growth Mindset in pupils across whole school. Continue Stakeholder Views Survey <p><i>Impact: Pupils engage with other pupils from other schools to identify and share good practice across the schools.</i></p>
Year 1 2021-22	Year 2 2022-23	Year 3 2023-24
2.3 Learning, teaching, and assessment		
<ul style="list-style-type: none"> What makes excellent Learning and Teaching at Insch School? Teachers renew shared understanding of high quality: differentiation, questioning, children reporting on their own progress. Teacher Peer Visits - Quality Assurance Maths Growth Mindset Project - Winning Foundations trial in P4C and P5R. <p><i>Impact: Continued focus on consistency of expectations for high quality learning and teaching in all classes. Greater resilience in many learners in their learning and wellbeing.</i></p>	<ul style="list-style-type: none"> Work with staff to embed excellent teaching expectations across school. Expectations quality assured through peer and Senior Leadership support. Roll out of Maths Growth Mindset Project to whole school. Establish review of approaches in Spelling and Reading in 1st and 2nd levels. Outdoor Learning Development starts: Curricular, Forest Schools, Playtimes. 	<ul style="list-style-type: none"> Embed consistency of excellent learning and teaching delivery across all classes. Rigorous QA. Develop consistent agreed approach to assessment. Embed Growth Mindset across all curricular areas. QA. Continue to embed Spelling and Reading in E, 1st and 2nd levels. Embed outdoor learning approaches across all classes.
2.5 Family Learning / Parental Engagement		
	Start sharing of strategies to support learning at home to include: Stuck Strategies, Emotional Regulation, Growth Mindset.	Families invited to engage with outdoor learning approaches with families. Embed sharing of strategies to support learning at home to include: Stuck Strategies, Emotional Regulation, Growth Mindset.

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3.2 Raising attainment and achievement		
Focused Attainment Conversations following TMR		
<i>Impact – We know how all pupils are progressing and plan interventions to support those who need extra</i>		
3.1 Improving Wellbeing		
<ul style="list-style-type: none"> •Whole School Health & wellbeing Project Term 1. The Boy, The Mole, The Fox & The Horse. •Every class knows their Stuck Strategies. Every child can use them to help themselves when they are stuck. •JRSOs Mrs Glennie. Pupil Junior Road Safety Officers. <p><i>Impact: Children are taught to lead their own learning. Children are taught to be independent in their learning. This helps support positive health and well-being in our pupils.</i></p>	<p style="background-color: #ffe0b2; padding: 2px;">2.5 Family Learning</p> <p>Extend emotional regulation to parents. This is how we deal with our emotions at school. We can use it at home too.</p> <p>Extend use of Stuck Strategies home to support learning at home.</p>	<p>Maintenance of learning and wellbeing initiatives in school at extended at home.</p> <p>Families invited to engage with outdoor learning approaches with families.</p>

Mrs A Conner, Head Teacher. 28/6/22

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