



Insch School



Standards & Quality Report 2022- 2023 & School Improvement Planning 2023 – 2024

School Forward

We are pleased to present both our Standards and Quality Report for Session 2022-2023 and our School Improvement plan for the current session 2023 -2024. 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 Insch 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 Insch 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

28.6.23

The School and its context

Context

Insch School is a non-denominational school situated in the village of Insch. There are 13 primary classes, six of which are multi-stage, and a nursery class which provides early learning and childcare. There are 339 children on the school roll. The headteacher has been in post for seven years and there are two deputy headteachers.

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 8 years the community of Insch has grown significantly.

There are 13 primary classes, six of which are multi-stage, and a nursery class which provides early learning and childcare. There are 339 children on the school roll and 67 Nursery pupils.

The school is part of the Huntly Cluster however pupils can transfer to The Gordons School, Huntly and also to Inverurie Academy (Inverurie Cluster) or further afield.

The number of children registered for free school meals is below the national average. Almost all children live in Scottish Index of Multiple Deprivation (SIMD) data zones eight and nine.

7% of our pupils are entitled to FSM and £29,400 was allocated as Pupil Equity Funding for session 2022-23. This is a slight decrease on the previous session.

The headteacher has been in post for seven years and there are two deputy headteachers. 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.

The nursery is managed by 1 Early Years Senior Practitioner and is assisted by 2 Early Years Lead Practitioners. They play a pivotal role in maintaining the high standard of Early learning care and provision. 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 effectively to [support pupils](#) literacy, numeracy and health and wellbeing needs. In addition, this year further additional Scottish Government Covid-19 recovery 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 a PE Specialist and core teacher who delivers French and Drama. We are supported well by our Parent Council and PTA. The effective running of the school is supported by an Administrator, Clerical assistant, Janitor and Cleaners. The committed Catering team is led by Mrs Francis Thompson. The team are part of the wider school community and we work closely together to ensure all our pupils are happy and healthy at mealtimes.

Our pupils engage well with the life of the school through a wide range of pupil Leadership Roles: Sports Leaders, Library Leaders, House Captains and Junior Road Safety Officers.

Vision for the school

*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.*

Values that underpin our work

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

Our child friendly values ensure all pupils know and follow our behaviour expectations.

At Inch School we:

Aiming High: We teach our pupils to be Achieving Alberts

Being Safe: We teach our pupils to be Sergeant Safe

Showing Respect: We teach our pupils to be Respecting Rubies

Valuing our Community: We teach our pupils to be Team Included.

There is a strong 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 have demonstrated that they are committed to change and improvement and embrace the many initiatives that have led to the collegiate nurturing approach that has been established in the school.

Strategic change is planned and supported through a 3 year cycle around the following themes.

1. **Developing and maintaining our Vision, Values and Aims - Reach for Stars**
2. **Delivering and maintaining high quality learning teaching that engages learners**
3. **Developing and maintaining a commitment to staff and pupil of Leadership of Learning across the school.**
4. **Developing and maintaining Inclusion and wellbeing**
5. **Developing and maintaining a strong commitment to school self-evaluation**

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.

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 2022 -2023.

Key priority 2022-23	Key actions undertaken	Impact (achieved throughout 2022-23)
<p>To develop curricular experiences that deliver impact on pupil learning across the school through pupil and staff leadership groups.</p>	<p>PRD and PU for all teacher and PSAs held August 2023. Learning FBIs established and started to review Anti bullying policy – child friendly version. Mrs Gilliland Digital Leaders: Pupils leaders created digital format for pupil SHANARRI survey Eco: Green Flag – pupil group started. Mrs Cartney RRS Group – Miss Scotten created pupil SHANARRI survey. Sports Leaders – trained and conducted class sport sessions House Captains – organise and arrange termly house Golden Games Library Leaders – organise and upkeeping of school library, running of World Book Day event Staff leading own developments in early level play pedagogy and outdoor learning.</p>	<p>Teachers feel supported and encouraged to lead on areas of the curriculum.</p> <p>Older children take on leadership roles to support the life of the school. This strengthens children's confidence and enables them to develop their communication skills when speaking to large audiences.</p> <p>Early level play pedagogy approach created and implemented P1, P2 P3.</p>
<p>To review spelling approaches across school</p> <p>To further embed quality learning and teaching across school</p>	<p>Sharing of Wraparound Spelling approach to all teachers – Miss Masson. All P4- 7 teachers introduced wraparound spelling in term 4. Review of P1 -P3 spelling progression. P1 – P3 teachers</p> <p>Purchase Bruce Robertson - The Teaching Delusion books as staff training. Term 1 Follow Up – Mark Burns INSET Term 1 Identified focus – Questioning with follow Up peer Class Visit Collegiate work on - What assessment looks like at Insch School. Peer visits pe training</p>	<p>Teachers are ready to implement full wrap around spelling approach from start term 1 next session.</p> <p>P1-3 teachers ready to implement new spelling progression from term 1.</p> <p>Staff continue to develop a shared understanding of high-quality assessment and have an agreed understanding of whole school approaches. This work is to continue.</p>

<p>To embed regular outdoor learning session across all classes</p> <p>Better Playtimes</p>	<p>Team teaching of outdoor learning Term 1. Audit of outdoor learning completed. Training for teachers and PSAs – Learning through Landscapes Feb 2023. Audit of playtimes buy PSAs. Re-organisation of playground space.</p>	<p>Upskilling of teacher outdoor learning pedagogy. Playground has designated spaces: swings, sand, ball area, quiet area. Higher engagement levels.</p> <p>Higher engagement levels of pupil learning in outdoor learning sessions as noted by impact exercise. Results:</p>
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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: 4 Good

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

How well are you doing?

What's working well for your learners?

Staff, parents and children know and share the school's vision to 'reach for the stars' which is displayed prominently throughout the school. They know and understand well the school values of aiming high, showing respect, valuing our community and being safe. Senior leaders and staff revisit these regularly with children through assemblies and in daily conversation. Children successes in following the school values are recognised and celebrated through assemblies, awards and recognition boards. Teachers support younger children to understand the values by linking these effectively to wellbeing characters, such as Respected Rubies and Sergeant Safe. Staff build well on children's prior knowledge of these characters from nursery.

All teachers are encouraged to develop their leadership skills. Teachers feel supported and encouraged to lead on areas of the curriculum by the senior leadership team. Senior leaders and teachers identify these areas of school improvement through professional review and development discussions linked to the General Teaching Council for Scotland (GTCS) standards. For example, this year, there are teachers leading on developments, such as improving play and outdoor learning.

Senior leaders and staff are now working together to develop approaches to monitor and evaluate the impact of planned changes. This is developing teachers' understanding of the strengths and next steps to improve the work and life of the school. An example of this is illustrated through the evaluation of outdoor learning school Improvement work carried out this year.

Older children take on leadership roles to support the life of the school, for example, as house captains. This strengthens children's confidence and enables them to develop their communication skills when speaking to large audiences. Staff are beginning to re-establish and develop pupil leadership groups e.g. 'Learning FBIs' pupil group have been involved in evaluating learning experiences linked to the school improvement plan and reviewing the school anti bullying policy. Staff are beginning to re-establish and develop pupil leadership groups. This work is enabling a wider range of children to take greater ownership and participate more meaningfully in the school improvement process.

Senior leaders seek regularly the views of parents to evaluate the work of the school and help select areas for improvement. Parents have made suggestions which the school community have taken forward, such as increasing outdoor learning.

Senior leaders and all teachers meet termly to discuss individual children's progress in learning. They identify children who may benefit from targeted support. All staff know and understand the needs of individual children well.

A full calendar of quality assurance has been resumed post covid restrictions including monitoring pupils work, teacher peer observation and working with the 'Learning FBI' pupil group. Senior leaders continue to strengthen the school's quality assurance processes to help support consistent high-quality learning and teaching across the school.

All staff have a clear understanding of the social and economic context in which children and families live. They have an awareness of poverty affecting the community beyond free school meals, clothing grants or the Scottish Index of Multiple Deprivation (SIMD). The headteacher consults with staff and parents on the allocation of the Pupil Equity Fund (PEF) which is targeted to improve learning gaps for children and to support wellbeing. Senior leaders make good use of PEF to pay for additional staff to deliver targeted interventions and for specific programmes. This supports well children's progress in literacy, numeracy and wellbeing.

P1 Transition program was reviewed again to include staff meet and greets at the school gates and Stay and Play family sessions at the start of term 1. Teachers observed and assessed pupils after the initial start of term. Depute head surveyed families. Together this data told us that the changes had a positive impact on learners and families enabling them to settle quickly to school.

The Parent Council has worked with school to lead several areas of change across the school. This include the purchase of music resources, class novels and installation of parent pick up and go zone in the playground. As a result, pupils are now learning to play the ukulele and develop rhythm skills. Our youngest pupils will be collected by parents safely within the playground area at home time.

How do you know?

What evidence do you have of positive impact on learners?

P1 Transition – Measured Impact Information below based on teacher observations and teacher assessment. 85% of children came into school independently in the first term of school. (This means they came from the gate to the line without parental support).

98% of children once in school came into classroom happy and ready to learn.

85% of parents that completed the survey felt that the Parent Pack was useful.

100% of parents felt that the transition activities that the children took part in were useful

84% either said yes or maybe to the Stay, Play and Learn parent sessions being useful.

95% of families feel part of Insch School.

Outdoor Learning Measured Impact Findings

Teachers worked with Senior Leadership team to measure the impact of the consistent approach to outdoor learning across the school. The findings tell us that all classes across the school have participated in outdoor learning. This includes forest schools skills and enhancing literacy, numeracy, science and health and wellbeing. Pupils tell us they really enjoy these sessions. Parents tell us pupils look forward to outdoor learning. Staff tell us pupils benefit from being outdoors.

Quality Assurance Calendar

Annual peer observation visits and classwork monitoring are undertaken across the school. Staff tells are looking to continue peer visits next session as they find these useful to develop pedagogy.

Attainment Conversations are held between teachers and senior leaders to review individual pupil progress and identify where pupils require to be challenged and supported. Teachers tell us these conversations support planning to meet individual pupil need. They are drivers in raising attainment and closing the attainment gap.

Stakeholder views have been gathered from parents, staff and pupils across the year. These will help shape next session School improvement Priorities.

A Homework Policy Review is being undertaken in term 4. Parent Council members worked with school to create the survey. The survey results will help shape a revised homework policy across the school for next school year.

A Google Classroom Parent Support session was planned in term 4 following a Parent Council Session. Although 14 signed up for the session, no parents attended. This session will be offered next session.

A new Parent Pick and Go area has been organised by the Parent Council and school. This will create a designated space for parents to collect our youngest pupils at the end of the school day. This follows parental requests and observations to make the end of day collection safer for children.

Feedback from teachers tell us they would like to develop a progression for outdoor learning. This will be developed next session.

What are you going to do now?

What are your improvement priorities in this area?

Measuring Impact

Continue to develop approaches where senior leaders and staff monitor and evaluate the impact of planned changes together.

Involving Stakeholders in setting School Improvement Priorities

Continue to engage with stakeholders to seek views of current SIPs and seek opinions for what they would like to see happen in future in school, within budgetary constraints.

P1 Transition

Plan further stay and play sessions for children who are anxious about coming to school or from a partner provider nursery. Clarify bus routines for P1 pupils to parents.

Quality Assurance Calendar

We will work to strengthen the school's quality assurance processes to help support consistent high-quality learning and teaching across the school and wellbeing of learners.

3-year SIP programme – Continue to plan 3-year SIP that is known to all stakeholders and gives leadership opportunities to staff and pupils. The 3-year plan will allow time and space to embed practices across the school community.

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?

Staff create and maintain a positive ethos across the school. Most children are happy at school and keen to learn. There are positive relationships between adults and children with a focus on wellbeing. In classes, almost all teachers make effective use of school values and charters to support children to reflect on how they interact with peers in class.

All teachers use different learning environments well to promote children's participation, enjoyment and choice in learning. The local community features strongly in the curriculum and life of the school. Staff across the school make effective use of community facilities and outdoor resources to enhance teaching and learning approaches. For example, teachers make good use of the local 'meadow' to develop understanding about the natural world.

Most staff particularly in the middle and upper stages make effective use of digital technologies to enrich and support learning. Most children continue to build further on digital skills and knowledge developed during periods of remote learning. They use tablets, interactive whiteboards and applications across the curriculum with confidence.

Most teachers make effective use of a range of approaches to support learning. As a result, most children's experiences are varied and enjoyable with opportunities to work individually, in pairs and groups. Children talk positively about how 'stuck strategies' help them in their learning and build their resilience. Across the school, children are increasingly involved in planning aspects of their learning, particularly within numeracy and outdoor learning. This supports children to take ownership of their learning and increase their independence. Support staff assist children's learning well through small group activities and one to one intervention programs.

Senior leaders will continue to work with teachers in developing a shared understanding of what high quality learning and teaching looks like at Inch School ensuring that pace and challenge in lessons is consistent across the school.

At the early stages, teachers make good use of research and national practice guidance to inform approaches to play. They are continuing to develop a range of inviting play spaces well and are developing their use of interactions with children. Teachers reflect thoughtfully on their practice and continue to seek ways to work with nursery colleagues to support coherence in children's learning. This approach is now extending to first level and when teachers provide play experiences with appropriate levels of challenge, they meet children's learning needs more effectively. The development of play across the early and first stage classes is continuing to be

developed and teachers are continuing to build a shared understanding of planning and providing high quality play. This has been supported by allocating time to staff for this purpose.

Most teachers provide clear explanations to help children understand the purpose of the lesson or task. When teaching writing, teachers share measures for success with children to check progress and, in a few classes, children co-create these. A few teachers finish lessons with an effective plenary which informs their planning and supports children to revisit key learning.

Teachers across the school make regular use of a variety of assessment strategies. They provide helpful oral feedback to children during most lessons and make regular checks for understanding. Where written feedback is most effective, it focuses on strengths and outlines what children need to do to improve. Teachers support and provide opportunities for self and peer evaluation, which is particularly successful in writing lessons. Staff are developing their approaches to involve children in target setting in writing.

Teachers use a range of assessment appropriately to understand individual children's achievement, including summative and diagnostic assessments. Senior leaders use standardised assessments well to help set next steps for individual children and identify any whole school gaps. They share the analysis of these assessments to support planning for children's progress in literacy and numeracy. Teachers are developing approaches to assessing children's progress in learning in a range of curricular areas. As planned, staff should continue to develop a shared understanding of high-quality assessment and agree whole school approaches.

Teachers work collegiately to assess and moderate children's progress in learning. This strengthens the validity and reliability of teachers' professional judgements across the school. Staff moderate well together with colleagues from schools in the local cluster and from associated secondary schools. Teachers use a clear and agreed structure to moderate numeracy and writing. As a result, teachers have a shared understanding of the standards to be achieved at each level.

Senior leaders and teachers meet together termly to discuss children's progress across literacy, numeracy and health and wellbeing. Staff track and monitor the progress of all children across the school. Teachers find planning and tracking meetings with senior leaders helpful. They discuss each child's progress and plan any required interventions. This approach supports most children to make good progress in their learning.

Spelling Review undertaken and staff training delivered in Wraparound Spelling by Miss Masson. Review of P1 to P3 spelling progressions undertaken.

How do you know?

What evidence do you have of positive impact on learners?

Reinforcement by all staff across of the school of school values through assemblies, Head Teacher Awards, weekly Golden table.

The Meadows, Community Centre, common grass area, school library and playground are fully timetables and utilised by all classes to enhance learning and teaching weekly.

Pupil digital leaders meet weekly to learn different aspects of ICT, middle to upper classes weekly timetabled use of laptops, Beebots, microbits technology resources. Miss Reid, teacher secured funding for new cables and Lego through local company sponsorship. Church funded new class sets of Turin table to support STEM work.

Support staff delivery of literacy and numeracy interventions: The 5 Minute box, memory skills, motor skills, Toe by Toe, Power of 2 etc. Class stuck strategy posters are evident and in use in every classroom.

Quality assurance calendar is place to monitor: setting of expectations in class set up, lesson observations by SLT and peers, pace and challenge, questioning and learners understanding progress and targets.

Play based classes are in operation in all P1 to P3 classes and Early level Play based rationale has been written to ensure consistency of approach and pedagogy.

This year teachers created a shared understanding of what assessment at Inch School look like. This is helping to increase consistency of assessment approaches across the school and raise teacher confidence.

Attainment conversations are held after tracking periods with SLT. These assist in teachers planning of next steps and help ensure challenge and support is in place for all learners.

Awarded commended school 'Maths Inside' Nov 2022. A large percentage of pupils in P7 participated in maths inside. Investigating maths outside and demonstrated high levels of engagement in maths learning and making connections with their maths knowledge.

What are you going to do now?

What are your improvement priorities in this area?

Play based learning – Early / 1st level

Early and first level teachers will continue to be supported by senior leaders to learn together to develop a shared understanding of play-based learning ensuring appropriate challenge for all learners.

Pupil Target Setting

Teachers will build onto peer and self-assessment practices to support children to understand their next steps in learning in a range of curricular areas.

Assessment

Staff will continue to develop their shared understanding of high-quality assessment and agree whole school approaches.

Pace and challenge

Teachers will ensure all learning activities planned in all classes provide sufficient pace and challenge for learners. Teachers will continue to develop questioning and interactions to ensure tasks and activities are at the right level of difficulty. Pace and challenge will be a focus for the school's quality assurance calendar.

Wraparound Spelling and P1-P3 spelling progression

Full rollout of Wraparound for P4 to P7 classes and revised P1 – P3 spelling progressions Start of session August.

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: 4 Good

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

How well are you doing?

What's working well for your learners?

Almost all children and staff report that the school is helping children to understand and respect other people.

Most children report that they feel safe in school and have someone to speak to if they are upset or worried.

Children are developing their understanding of the wellbeing indicators. Younger children use child friendly wellbeing characters well to support their discussions: Achieving Albert, Respected Ruby.

Children have a well-developed understanding of healthy living and recognise the importance of mental, emotional, social and physical wellbeing in their lives.

Children are beginning to develop their understanding of the importance of celebrating diversity and promoting equality.

Senior leaders use PEF to provide additional support for children who have barriers to learning, including those impacted by poverty.

Senior leaders and staff share and collate relevant support for learning information. They use this information well to help them plan next steps and allocate additional support to meet effectively the learning and wellbeing needs of children. This contributes to the success of interventions in place to support individuals.

Staff have engaged in focused professional learning that is helping them to support children to regulate their emotions.

How do you know?

What evidence do you have of positive impact on learners?

There are positive and nurturing relationships between adults and children. This helps children to feel included and respected. The majority of children feel that they are treated with respect by their peers and that other children behave well.

As a result of partnership working on digital safety, children feel more confident and safe when they are online. The staggered school day has reduced congestion in the playground, resulting in

children feeling more secure in the outdoor environment. Most staff use restorative and nurturing approaches to help children manage their feelings.

Child friendly SHANARRI characters Achieving Albert, Respected Ruby are known by younger children and taught from nursery through the school.

Staff use the outdoors successfully to support children's emotional wellbeing. This increases children's motivation and engagement. Staff provide children with daily relaxation periods that are intended to help regulate emotions, especially at points of transition.

Senior leaders and teachers delivering the assembly programme highlight and exemplify what is meant by equality and diversity e.g. Neurodiversity assemblies, BLS.

Staff use a range of strategies and interventions to support effectively children with identified needs. They evaluate the success of these approaches in collaboration with children, parents and partners. Staff can provide illustrative examples of the positive influence that interventions are having on individual children's emotional wellbeing and attainment. Children talk positively about the impact that specific interventions, such as the sensory room, have on their learning and wellbeing.

Staff demonstrate empathy and patience when working with children and ensure that transitions between individual and class activities are managed with skill and sensitivity.

What are you going to do now?

What are your improvement priorities in this area?

Anti bullying Ambassadors

A pupil lead group is working with Mrs Gilliland to support the school community to develop a shared understanding of anti-bullying education. This will help children to discuss how they feel and develop confidence and resilience in their peer relationships.

Restorative Practices

Senior leaders will encourage all staff to use restorative practices and nurturing approaches consistently across the school through the use of talking mats.

SHANARRI Indicators

The RRS group have created child friendly Shanarri questions. These will be trialled in term 4 ready to roll out across the school in term 1. This will support all children to use a shared vocabulary to discuss and reflect upon their own wellbeing and that of others.

Relaxation periods

Review of relaxation periods to ensure staff are meeting the current needs of all children. Is this required daily for each child every day?

Diversity

We will continue to reinforce learners understanding of equality and diversity through our assembly program. We will include racism in the program.

Tracking impact of wellbeing intervention supports

Continue to develop ways to identify and track the overall impact of additional wellbeing support for specific groups of children. This will help teachers measure children's progress in health and wellbeing more effectively.

Education Scotland CIRCLE Framework to support Inclusive Learning and Collaborative Working

1st year of implementation of new inclusive classroom practice resource to support and secure improved achievement and attainment for children and young people who require additional support. Authority Implementation by August 2025 by all class teachers.

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?

Attainment in literacy and numeracy

Class	Listening+Talking	Reading	Writing	Numeracy
P1	100%	87%	83%	96%
P4	98%	76%	71%	80%
P7	85%	83%	85%	85%

Percentage of children achieving expected levels at P1, P4, P7

Overall, attainment in literacy and English and numeracy and mathematics is good. Most children make good progress and achieve national expected levels of attainment in literacy and numeracy.

In classes P4-7, a new approach to teach spelling 'Wraparound Spelling' is starting to be explored by teachers. This approach places emphasis on spelling patterns and rules. A review of P1-3 spelling progression is underway by teachers. These developments are being led by teachers.

Attainment over time

Senior leaders have collected attainment data for literacy and numeracy over five years. Over time, children's attainment remains stable in reading, numeracy and listening and talking, with most children achieving appropriate Curriculum for Excellence levels. Senior leaders and staff identified a drop in attainment levels in writing at first and second level. They made appropriate changes to teaching approaches across the school to address this.

Overall quality of learners' achievement

Older children speak enthusiastically about attributes they develop through wider school responsibilities, such as library leaders and sport leaders and House Captains. They are increasingly aware of the contribution they make to their school and community. Using enterprise skills, children fundraise for a number of local charities and organisations. The progressive 'Making a Difference' award program offers children recognition for their time and skills in supporting the life and work of the school and their community such as the recycling team.

Equity for all learners

Senior leaders and teachers identify and plan activities for children who have fewer opportunities to develop skills out with school using PEF. The Parent Council continue to be consulted on the allocation of PEF budgeting. They support the allocation of additional Pupil Support Support Assistants to provide targeted supports to individual learners as identified.

Senior leaders use data from Free Meal Entitlement and their knowledge of individual children and families to inform approaches to equity.

How do you know?

What evidence do you have of positive impact on learners?

Most children achieve national expected levels of attainment at first and second levels in listening and talking. Most children achieve expected levels in reading at first level and the majority at second level. The majority of children achieve national expected CfE levels at writing at first and second level.

As a result of planned interventions to address gaps in learning, children across the school are making good progress in their writing.

Almost all children achieve as expected at early level in numeracy and maths, whilst most children achieve national expected levels of attainment at first and second levels. Most children make good progress in numeracy and mathematics with a few children making very good progress.

Recent attainment figures show an increase in the number of children achieving appropriate levels. Senior leaders use whole school tracking approaches to show how much progress children are making in their learning in literacy, numeracy and health and wellbeing.

Successes and achievements are also recognised and celebrated during assemblies and through newsletters and the weekly Golden Ticket. Staff are re-establishing some activities now that mitigations have lifted, including the P7 residential trip. Staff track and monitor the participation of children in wider achievement experiences. They use this information well to plan activities for children at risk of missing out.

Staff arrange for children to take part in outdoor learning experiences, local performances and competitions. Children's participation and confidence has increased as a result of these activities. Staff provide targeted health and wellbeing supports for individual children. Children identify and discuss the positive impact these approaches have on their learning and confidence. Most children receiving targeted support make good progress in their learning.

Established systems are in place to identify, track and monitor attainment of individual children and cohorts most affected by poverty. Most children impacted by poverty make good progress in their learning and are attaining nationally expected levels. School staff signpost financial support available and help families to make applications for grants or funding.

Scottish Funding allocation is based on Free School Meal entitlement. Budget spent to provide 38.5hrs additional Pupil Support Assistant hours for the school. Target pupils are identified by teachers and work with PSAs weekly. As a result, pupils benefited from literacy and numeracy intervention groups on a weekly basis. Data evidence illustrates positive impact of intervention groups e.g. Memory Magic group 64% of pupils attended demonstrated improvement in retention skill assessments before and after. In Sensory group 71% of pupils who attended were observed by support staff to show improved settled behaviour after sensory session.

What are you going to do now?

What are your improvement priorities in this area?

Wraparound Spelling will be delivered consistently across all P4- 7 classes from August 2023. All P1-3 classes will follow the new spelling progression from August 2023.

STL to continue to track the performance of specific groups of children, such as gender to support further understanding of children's progress over time and identify any gaps which need to be addressed.

Continue to use whole school tracking approaches to identify where support and challenge is needed. Plan interventions to ensure all children are making the best progress they can in their learning in literacy, numeracy and health and wellbeing.

PEF 2023-2024

Identified gap Linked to barriers identified through analysis of data	1. Mental wellbeing 2. Life Skills 3. Literacy 4. Numeracy				
Expenditure	PEF Allocation: 2022-23 £29,400 PEF Allocation: 2023-24 £29,400 PEF Allocation: 2024-25 £29,400 PEF Allocation: 2025-26 £29,400 Employment of additional PSA hours to work with individuals/ groups on intervention groups. 38.5hrs Purchase by funded from SEF fund Authority. 1 x 5 Minute Box £118.00 2x 10 Minute Box £118.00 2x The Number Box £138.00 = Total £574.00				
Expected outcomes What change do you want to see for learners? How much change? Who are the target group? By when		Change to see	How much change?	Target pupils	
	Mental wellbeing	Resilience and confidence displayed by targeted pupils. Better able to deal with situations using taught emotional strategies.	80% of the 10 targeted pupils will demonstrate increased confidence in how they can independently support their wellbeing using their own wellbeing plan. Pupil survey/ pupil action.	10 pupils identified	
	Life Skills	Shopping Skills Stranger Danger	Vulnerable pupil makes safe choices using visual prompts explicitly taught 70% of the time. Pupil survey/ pupil action.	1 pupil	
	Literacy	5 Minute Box 10 Minute Box	P2 attainment in reading will increase by 16% (8 pupils). P3 attainment in reading will increase by 20% (10 pupils). P5s attainment in reading will increase by 20% (10 pupils). P6s attainment in reading will increase by 20% (10 pupils).	P2s P3s P5s P6s	
	Numeracy	The Number Box	P5s attainment in numeracy will increase by 25% (12 pupils) P6s attainment in numeracy will increase by 20% (10 pupils) P7s attainment in numeracy will increase by 20% (12 pupils).	P5s P6s P7s	
Target individuals / groups identified by FSM entitlement pupils and TMR data.					

3 year School Improvement Plan

At Insch School we look at Improvements over a 3-year period.

Y1 Session 22 -23

Y2 Session 23-24

Y3 Session 24-25



At Insch School we look at Improvements over a long 3-year plan allowing for greater development of identified area.

Quality Indicator QI1.1 Self-evaluation for self-improvement

Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
1.1 Self Evaluation for self-improvement		
1.2 Leadership of learning		
1.3 Leadership of Change		
<p>New Pupil Group Self Evaluation Learning FBIs</p> <p>PEF Stakeholder Survey May 2021</p> <p>School Improvement Survey May 2021</p> <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"> • Learning FBIs to continue development of Anti bullying policy – child lead. Share with parents, pupils and staff. • Extend VSE model to include pupil learning group working with <u>Dunecht School</u>. • Plan specific SIPs to measure Impact on. Plan PEF impact measures. • Repeat School Improvement Stakeholder Views Survey – May 2022 (Parents and Staff) • SE QI focus = QI3.1 Ensuring wellbeing, inclusion and equity. • Recommence annual pupil survey SHANARRI survey Sept 23. T1 and full Quality Assurance calendar. <p><i>Impact: We understand the impact of our improvements on individual learners.</i></p> <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. • Learning FBIs to evaluate impact of new <u>anti bullying</u> policy. • Implement and evaluate impact of child friendly anti bullying policy. • 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>

At Insch School we look at Improvements over a long 3-year plan.

Quality Indicator QI2.3 2.3 Learning, teaching, and assessment

Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
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>	<p>Pace and challenge Review relaxation. Age and stage appropriate tasks.</p> <p>Assessment – Summative - further develop Assessment Expectations - include termly literacy and numeracy assessments. Update <u>summative assessment</u> expectations to ensure consistency.</p> <p>Formative Assessment – embed use of pose, pause, bounce questioning techniques Retrieval of info.</p> <p>Peer Assessment – Tapestry Group</p> <p>Outdoor Learning –embed quality progressive min 2 blocks of 6 weeks outdoor learning per year per class. Implement outdoor learning skills-based learning skills progression P1-7.</p> <p>Embed questioning focus from last year New <i>Plenary and Feedback</i> Focus with Staff Tapestry Group to lead and share at CAT</p> <p>SLT QA Class Visit – Adopt Bruce Robertson Class visit format.</p> <p>Pedagogy Peer Visit – Teachers select identify own area of development. Peer identified for visit to share expertise.</p> <p>Inclusive Practise – Start of Year 1 implementation of Circle Framework to support ASN learners, EPS.</p> <p>Implement Spelling Wraparound approach.</p> <p>Continue to implement early play-based learning approach across Early /1st level with teachers new to stage.</p> <p>Continue to target Growth Mindset projects across targeted classes led.</p>	<ul style="list-style-type: none"> Embed consistency of excellent learning, teaching and assessment delivery across all classes. Rigorous QA. Embed outdoor learning approaches across all classes. Embed early play-based learning approach across Early /1st level Embed Spelling Wraparound and measure impact. Embed practise of sharing pedagogy within staff team through peer visits. Include impact measures. Continue to implement Circle Framework of Inclusive Practice. Develop Growth mindset approach across school.

At Insch School we look at Improvements over a long 3 year plan. This allows for greater development of identified area.

Quality Indicator 3.2 Raising Attainment QI 3.1 Improving Wellbeing

Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
	Parental Engagement levels will be higher. There will be supportive and helpful dialogue.	
<p>Post Covid start to re-engage parents with school life.</p> <p>Open the doors to parents and invite to events in school post covid.</p> <p>Parent Council face to face</p> <p>Parent Evenings</p> <p>Open learning Afternoons</p> <p>Plan learning activities out with school: Glee, Sport Competitions, Sports Day, P7 Activity Week, Class Trips.</p> <p><i>Impact: There is positive parental engagement and parents see what is going on in school again.</i></p>	<p>We will ensure <u>communication</u> is concise on school events, programs and pupil progress Homework communication jotters to replace P1 -6 P7 GC Reframe termly curricular newsletter format with key learning highlighted. Suggested links with learning for the term included. Homework optional.</p> <p>We will re-establish <u>Parent Volunteering</u> to support pupil learning Recruit and organise parent help and support in basic literacy and numeracy skills development, <u>Bikeability</u>/ outdoor learning /Active Schools sports clubs.</p> <p>We will support families learning at home Plan maths family learning class open afternoon Plan events for families to learn with their child Create learning videos website: maths skills/ reading strategies / share stuck strategies Parents invited termly to school: Term 1 = Maths Family Learning Open afternoon Term 2 = Christmas Performance Term 3 = Parents Appointments Jan Term 4 = Report summary / Sports Day</p> <p>We will increase opportunities for parental decision making Include parents in school decisions, developing parent leaders and representatives. Homework Focus Group Continue to engage with Parent Council to drive improvement</p>	<p>Embed parental approaches to:</p> <p>Communication</p> <p>Parent Volunteering</p> <p>Family learning</p> <p>Parent decision making</p>

At Insch School we look at Improvements over a long 3-year plan allowing for greater development of identified area. **Quality Indicator QI1.1 Self-evaluation for self-improvement**

Year 2022-23	Year 2 2023-24	Year 3 2024-25
QI3.1 Ensuring wellbeing and Inclusion		
<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>To improve pupil and parents shared understanding of anti-bullying education. We will develop a child friendly anti-bullying policy. This is to be developed by the Learning FBI group and shared across the school community.</p> <p>Wellbeing Action Plans – P4-7 individual, Class P1-3</p> <p>Conduct Pupil SHANARRI questionnaires in P2,3,4,5,6,7 classes annually and follow up any pupils who do not feel safe in school.</p> <p>Embed use of visual restorative mats by all teachers and PSAs when dealing with areas of conflict.</p> <p>To further develop approaches to inclusive practices across school. Continue to develop shared understanding of inclusion, diversity and racism education across school community through range of themed diversity and inclusion assemblies, H&WB education program and positive parental engagement experiences.</p> <p>Launch Circle Framework Inclusive Practice</p> <p>Qi3.1 Self Evaluation Focus</p> <p><i>Impact: Pupils tells us they feel safe and well supported in school. Parent know our approaches to keeping pupils well.</i></p>	<p>Continue to share new Anti bullying policy with parents and pupils.</p> <p>Measure impact of new policy: Impact measure = bullying complaints.</p> <p>Measure pupil SHANNARRI returns by indicator return.</p> <p>Implement use of Circle Framework impact measure tools.</p>

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. This was validated by the Education Scotland Inspection of October 2022 and Level 4 gradings awarded in all areas.

It was announced by the Authority in June 2019 a nursery refurbishment program was planned on the existing site of the nursery instead of a purpose-built new build. Plans for this improvement have yet to be finalized. At that time, the intention was to upgrade 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 we await final decisions by the Authority.

Our ability to plan targeted support for pupils is dependent on ASL and PSA staff allocations. Our commitment to meet individual pupil need is dependent on the staffing budget restraints we operate within. Creative solutions are always made to ensure the best value for learners.

Our commitment to leadership of learning across the school among pupils and staff will ensure there is positive impact for all our pupils in many areas of the curriculum. Staff are encouraged to take on developmental opportunities at Insch School through the PRD and PU process.

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

There are now 3 teachers with specific Growth Mindset training following completion of Winning Foundation Growth Mindset project. This work will be developed across the school.

The Early years nursery team is now fully staffed following significant staff changes post 1140hrs implementation. The Early Years Senior Practitioner is leading the new team with clearly planned identified improvement areas.

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

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.

Action plan 1

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none">Improvement in attainment, particularly in literacy and numeracy.Closing the attainment gap between the most and least disadvantaged children.Improvement in children and young people's health and wellbeing.Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</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</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>		
<p>Priority 1: Q12.3 Learning, Teaching and Assessment</p> <p>To improve the shared understanding of high quality learning, teaching and assessment.</p>		<p>Data/evidence informing priority:</p>		
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p>
				<p>On Track</p>
				<p>Behind Schedule</p>
				<p>Not Achieved</p>
<p><u>Pace and challenge</u> Review relaxation. Use when needed only. Upper classes - staff to work to construct balanced afternoon structure optimising learning time. Age and stage appropriate learning in all classes.</p> <p><u>Assessment</u> – further develop Inch School Assessment Expectations to include termly literacy and numeracy assessments termly. Update <u>summative assessment</u> expectations to ensure consistency. Reading - SWST BERT Assessments Numeracy – Mrs Stirling to create assessments</p> <p><u>Formative Assessment</u> – embed use of pose, pause, bounce questioning techniques Retrieval of info. <u>Peer Assessment</u> – Tapestry Group Teaching our learner to peer asses.</p>	<p>CTS</p> <p>CTs</p> <p>CTs Mrs Stirling</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 1 INSET T2</p>	<p>Measure impact of individual learner group of 10 – afternoon engagement level tracked and monitored. 4 week period.</p> <p>Individual learner Assessment scores</p>	

<p><u>Outdoor Learning</u> – continue to deliver min 2 blocks of 6 weeks outdoor learning per year per class. Implement outdoor learning skills-based learning progression.</p> <p><u>Learning and Teaching</u> Embed questioning focus from last year New <i>Plenary and Feedback</i> Focus with Staff Tapestry Group to lead and share at CAT</p> <p><u>SLT QA Class Visit</u> – Adopt Bruce Robertson Class visit format.</p> <p><u>Pedagogy Peer Visit</u> – Teachers select identify own area of development. Peer identified for visit to share expertise.</p> <p><u>Inclusive Practise Circle Framework</u>– Start of Year 1 implementation of Circle Framework to support ASN learners, EPS -</p> <p>Implement <u>Spelling Wraparound</u> approach.</p> <p>Continue to implement early play-based learning approach across Early /1st level with teachers new to stage.</p>	Mrs Conner		Skills developments observed	
	CTs	Term 2		
	SLT	Term 2	Class visit records shared with CTs	
	SLT trainers to CTs	Term 2 Nov T2 INSET		

Action plan 2

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</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</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>
<p>Priority 2: Parental Engagement</p> <p>To improve parental engagement levels through</p> <ul style="list-style-type: none"> Concise communication on school events, programs and pupil progress Re-establishing Parent Volunteering to support pupil learning 		<p>Data/evidence informing priority:</p>	

<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</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>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>
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<p>Priority 1 : Q13.1 Ensuring wellbeing and Inclusion</p> <p>To improve pupil and parents shared understanding of anti-bullying education.</p> <p>To further develop approaches to inclusive practices across school.</p>	<p>Data/evidence informing priority:</p> <p>Annual Parent Survey</p> <p>Annual Pupil SHANARRI survey</p>
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Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p>1. We will develop a child friendly anti-bullying policy. This is to be developed by the Learning FBI group and shared across the school community.</p> <p>1. Wellbeing Action Plans – P4-7 individual, Class P1-3 Auchenlodment Primary School</p> <p>2. Conduct Pupil SHANARRI questionnaires in P2,3,4,5,6,7 classes annually and follow up any pupils who do not feel safe in school.</p> <p>3. Embed use of visual restorative mats by all teachers and PSAs when dealing with areas of conflict.</p> <p>4. Continue to develop shared understanding of inclusion, diversity and racism education across school community through range of themed diversity</p>	<p>Learning FBI pupil group</p> <p>Digital Leaders make survey</p> <p>Class Teachers conduct with pupils digital leaders to assist</p> <p>Teachers PSAs led by SLT</p>	<p>Term 1 and 2</p> <p>Week 2/3 T1</p> <p>End T2</p> <p>Term 1 end Sept</p> <p>Term 1 2 3</p>	<p>Data gathered from: Annual Parent Survey Annual Pupil SHANARRI survey will show lower rate than last year.</p> <p>Parent Question Oct 22 I feel that my child is safe at the school The school deals well with any bullying</p> <p>Pupil Question Oct 22 I feel safe in school</p>	

and inclusion assemblies, H&WB education program and positive parental engagement experiences.	All staff /SLT			
5. Launch Circle Framework Inclusive Practice		Term 1 2 3 4		
6. SE Q13.1 Ensuring wellbeing, inclusion and equity Use of Northern Alliance SE resources and HMI Inspection reports to SE with staff and pupils and parents.				

Wider Achievements

Memories are made of this:

Music and Performance				
 <p>Santa hats, beards and reindeer antlers and killer dance moves: Insch Primary School had it all.</p>		<p>The Jaffray Cup Scots Language Competition P5C – O Flower of Scotland</p> 		
		 <p>P3/4 - Three Crows</p>		
<p>P&J Live Christmas Concert 11 December 2022, Insch School Choir perform on stage at the P&J Live Christmas Concert. Pupils entertained an audience of over 1,000 and they enjoyed every minute of this unique experience.</p>				

Celebrating Inclusion and Diversity

We continue to learn about diversity through assemblies. This year learning covered BSL (British Sign Language), ADHD and Autism.



Kellochbank Garden Centre, Christmas 2022

A first choir performance experience for some P4 pupils with Euan Hosie (P7) on Saxophone.



Glee March 2023

Proud Winners of Esprit de Glee, Beach Ballroom Aberdeen What a performance, what a night!



World Book Day 2023

Another fantastic day of celebrating books. The days celebrations were lead once again by our wonderful Library Leaders



Drumdarroch Care Home

Sharing our Scots Language performance with the local residents



Whole School Christmas Carols to parents

We entertained the parents with festive cheer!



Tree Planting and Eco Drama Workshop – In memory Hannah Loveday

Our P7s participated in an Eco drama workshop and planted an apple tree in memory of their friend, Hannah.



P5s Bikeability Scotland

P5 pupils undertook the cycle training program that teaches children practical skills and gives them the understanding and expertise they need to ride their bikes on the road safely. 26 pupils were assessed and passed.





Kenny Gibb Memorial Basketball Tournament

Our P7s gave 100% effort at their first basketball tournament narrowly missing a place in the final at Inverurie Academy.

Lochter Activity Centre, Aberdeenshire



P7 Activities Week

For the first time since Covid, our P7s spent a fun filled week experiencing a wide range of activities. After initial disappointment at PGL Dalguise being cancelled, the children held their heads high and went on to have a great week of varied activities locally.



Telling the time.....



Learning to take risks safely!

Play based Learning

Our P1s learned through lots of quality play: indoors and outdoors.