


Parent Summary Standards and Quality Report Insch School Session 2023-24

Quality indicator	School self-evaluation	Evidence 
1.3 Leadership of change	Good	<p>Increased parental engagement across life of the school.</p> <ul style="list-style-type: none"> • 2 Learning Together events held this year Oct and May. Maths and Reading/Spelling. High attendance rates. All parents who attended told us they welcomed the chance to come in and learn in school with their child. • 26 parents have volunteered and are now fully PVG checked. This has supported all 13 classes participating regularly in outdoor learning session in the Meadows. A parent volunteer thank you took place on 17/5/24 to recognise parental contribution. • 3 parents have volunteered their time regularly over the year and have reorganised the library. As result, children can independently access book easily and return them in right place. This is supporting our accreditation towards Reading Schools award.
2.3 Learning, teaching and assessment	Good	<ul style="list-style-type: none"> • Wraparound Spelling – year 1 implementation of new spelling approach P4 – 7 pupils. We see improved spelling in jotters and single word spelling tests results. We hear animated staff discussion on word choice for spelling patterns. • Technologies – 1 class teacher has lead teacher training session on technologies. As a result, all teachers are using the school’s technologies skills progression, almost all pupils are learning technology skills with increasing confidence. Teacher training on age-appropriate coding has led to high engagement levels by all pupils in this curricular area. • Talk for Writing – 2 P2 teachers have used new Talk for Writing approach with confidence and impact on learners. Pupils are supported in writing through repeated visuals and simple symbols. Almost all pupils in the P2 class year group have produced longer pieces of text as a result. Approach to be repeated next session. • Outdoor Learning – new skills progression in outdoor learning created and implemented. All classes consistently delivering quality outdoor learning lessons. All pupils are developing forest skills, den building, and cooking skills well. Learner Engagement is high. All pupils showing enjoyment in sessions. Learner wellbeing in outdoor learning sessions is good. • Class Visit Quality Assurance Visits - Almost all class teachers worked in collaboration with SLT in Term 2. Areas of strength development identified. As a result, reflective teaching practice of teachers is good. This is contributing to positive changes and improvements in the quality of learning, teaching and assessment across school.

<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<p>Good</p>	<p>Wellbeing, Inclusion and Equity - Wellbeing</p> <p>The school has taken steps to implement change and improvement is supporting wellbeing across the school.</p> <ul style="list-style-type: none"> • Pupils in P4-7 classes participate in a wellbeing survey in September. The results told us that 91% felt safe and happy in school. A few pupils did not feel safe in school. Anti- bullying Ambassadors and Wellbeing Warriors introduced. The 2 pupil groups have helped implement several initiatives across the school. • Pupil Wellbeing Warriors and Anti bullying ambassadors have raised awareness of what bullying is and what bullying is not. Pupils groups have lead anti bullying assemblies and follow up anti-bullying lessons. As a result, there was an increase in pupils confidently ‘calling out’ unacceptable behaviours and improvements. • The Wellbeing Warriors worked to deliver Wellbeing chats in term 2 and term 3. 18 pupils have taken part in in wellbeing chats. As a result, all pupils who went to a session reported they were given options for how to deal independently with things that were bothering them. This work is supporting the feeling of wellbeing across school. • Mental Health - Kooth information session has been delivered to 4 of the oldest classes and all pupils signposted to online access to mental health support. Information has been shared and shared and signpost to parents. • 6 pupils access the school Therapets Bella and Edie weekly. All pupils love to see the dogs and engage positively during every visit. All pupils report that Bella and Edie help lift their mood. <p>Inclusion and Equity Ensuring Wellbeing and Inclusion</p> <ul style="list-style-type: none"> • Circle Framework – Training delivered to almost all classes and PSAs. Declutter and labelling of resources undertaken in all classes. • 4 staff members (CTs and PSAs) completed Calm Theory Training this year. Staff are being supported to manage the most challenging pupil behaviour. • Charlie House –Over £1,000 was raised in May and allows the funding of 4 bricks for the Big Build Appeal. Disability Workshops for all P4 classes. This work is supporting pupils well to broaden their understanding of what disability is and how we can work to ensure inclusion for all. • School Sport Award - We await assessment of progress towards Gold Award accreditation. 																																													
<p>3.2 Securing children’s progress / Raising attainment and achievement</p>	<p>Good</p>	<p style="text-align: center;">School CfE Attainment Levels – Progress Over Time</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2020-21</th> <th>2021-22</th> <th>2022-23</th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>Primary 1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>92%</td> <td>94%</td> <td>87%</td> <td>84%</td> </tr> <tr> <td>Writing</td> <td>88%</td> <td>92%</td> <td>83%</td> <td>82%</td> </tr> <tr> <td>Numeracy</td> <td>100%</td> <td>96%</td> <td>100%</td> <td>89%</td> </tr> <tr> <td>Talking and Listening</td> <td>98%</td> <td>96%</td> <td>100%</td> <td>87%</td> </tr> <tr> <td>Primary 4</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>68%</td> <td>79%</td> <td>76%</td> <td>82%</td> </tr> <tr> <td>Writing</td> <td>65%</td> <td>70%</td> <td>71%</td> <td>78%</td> </tr> </tbody> </table>		2020-21	2021-22	2022-23	2023-24	Primary 1					Reading	92%	94%	87%	84%	Writing	88%	92%	83%	82%	Numeracy	100%	96%	100%	89%	Talking and Listening	98%	96%	100%	87%	Primary 4					Reading	68%	79%	76%	82%	Writing	65%	70%	71%	78%
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Numeracy	86%	79%	80%	84%
Talking and Listening	86%	81%	98%	84%
Primary 7				
Reading	83%	69%	83%	80%
Writing	65%	67%	85%	71%
Numeracy	65%	80%	85%	73%
Talking and Listening	96%	88%	85%	91%
Whole School Attainment Over all				
Reading	82%			
Writing	77%			
Numeracy	82%			
Talking and Listening	87%			
For full analysis see SQUIP report in full.				

Review of PEF

Closing Gap: *What did we want to achieve?*
Early/ 1st level Literacy and Numeracy Interventions for targeted pupils

Target pupils: *Which pupils did we target?*
18 pupils tracked as requiring support across P1 – P4/5 classes and 1 P7 pupil.

Intervention descriptor: *How did we plan this improvement?* We employed 38.5hrs PSA to deliver 5 & 10 Minute and Number Box interventions minimum weekly.

As a result of regular weekly intervention sessions over a min. of 6 week period, we can see improved attainment in early/ 1st phonics and early/ 1st level number knowledge for 14 of the 18 pupils participating.

School and Nursery Improvement Priorities 2024-25

School

Priority 1: QI 3.1

Ensuring wellbeing, equality and inclusion

- To deliver consistent approaches to teaching and learning of emotional regulation across school through implementation of Emotion Works program.
- To deliver a shared and consistent Relationships and Positive Behaviour policy that all stakeholders know and understand.

Priority 2: QI 3.1

Ensuring wellbeing, equality and inclusion

- To ensure inclusive practices are evident in all classes all staff to complete inclusive practice training as standard requirement.
- Ensure physical environment of every class in school is fit for purpose and complies with Circle framework assessment requirements.

Priority 3: QI2.3 Learning, Teaching and Assessment

- To improve quality of learning and teaching across all classes through appropriate delivery of **pace and challenge** by all teachers to all pupils.
- To improve the quality of learning & teaching of **Listening and Talking** across all classes.
- To share good practice of pedagogy in **Talk for Writing** to P2 classes.
- To share good practice of **Colourful Semantics** to support pupils with literacy difficulties.

- Accreditation towards **Reading Schools Core Level Award**. Work through specific action plan.

Nursery

Priority 1: QI 2.2 Curriculum

- To create a rationale and design that clearly reflects our shared values and considers the needs of our families.
- All staff to be clear about what's important to our setting, the community, and our children.

Priority 2: QI 2.3 Learning, Teaching & Assessment

- To embed our approach to planning both responsive and intentional.
- To ensure all staff capture and record our children's learning at key points to improve the learning and development outcomes for all children.

Priority 3: QI 2.4 Personalised support

- To ensure all children receive high quality universal support.
- Children's needs are identified to ensure appropriate, proportionate and timely support is put in place including specialist input where required.
- Practitioners receive appropriate training and support to build on their capacity to support the diverse needs of the children in our setting.

The full Standard and Quality Report can be found here.

<https://insch.aberdeenshire.sch.uk/improving-our-school/standards-and-quality-reports/>