



# Standards and Quality Report

## 2023-24



# Insch School

## Context of the School

Insch School is a non-denominational school situated in the rural village of Insch, Aberdeenshire. The village of Insch serves a catchment area that is socially and economically diverse. Inverurie Community Campus and The Gordons School, Huntly are our associated Academies. Insch School is one of 8 primary schools within the Huntly Cluster. The school roll for session 2023-24 is 339 children with a further 57 in nursery. Learning and teaching is organised through 13 classes for P1 to P7 and 1 nursery accommodation attached to the main school. Early years childcare is delivered in the Bumblebee and Butterfly rooms and a designated outdoor learning area.

The staff team at Insch includes a headteacher and two deputy headteachers. As well as 13 class teachers, 1.2 FTE ASL teachers are allocated to the school from the local Cluster. 1.4 FTE teachers provide specialist PE teaching as well as French and music and drama experiences. 10 part time PSAs who work alongside our teachers and pupils to work with and for our children.

The nursery is managed by 1 Early Years Senior Practitioner and is assisted by 2 Early Years Lead Practitioners.

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 2023-24.

## Vision for the school

*At Insch 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

At Insch School we teach our children to:

We teach our older pupils to:

Aim High  
Be Safe  
Show Respect  
Value our community

We teach our younger pupils to be:

Achieving Alberts  
Sergeant Safe  
Respecting Rubies  
Team Included

## Improvement Plan Priorities 2023-24

The overarching focus of our Improvement Plan is to raise individual pupil attainment and achievement and opportunities for personal growth and development. During session 2023-24 our key priorities were as follows:

- To focus on Wellbeing and Inclusion for all and to engage in self evaluation activities to find out how we are doing.
- To deliver high quality Learning and Teaching that engages learners to reach their potential in our nursery and school setting.
- To offer a range of effective provision in order to meet the needs of all learners, including those who require additional support, in order to fully achieve at nursery, school and life.
- To re-engage with parents and re-establish positive connections with school post Covid. To re-engage parents in their child's learning in school in a variety of ways.

### Method of Gathering Evidence

Evaluating our practice and achievements is integral to continuous improvement. We aim to involve staff, learners and parents in the work. We use a variety of audit tools and techniques to support our work, these have included, How Good is Our School 4, How Good is OUR School, How Good is Our Early Learning and Child Care Setting. In addition, important documentation is considered, including the National Improvement Framework, Realising the Ambition and Local Improvement Priorities.

A range of evidence was gathered to evaluate the key work of the establishment. For example:

- Focus group dialogue with pupils, staff and parents
- Learner's evaluations of their learning experiences
- Analysis of attainment data. This includes:
  - moderated results of Curriculum for Excellence levels at the end of the school year
  - P1, P4 and P7 SNSA assessment data and analysis
  - three yearly teacher judgment moderated tracking and monitoring periods for all pupils.This combined data helps identify next steps in individual pupil learning and whole school practices that are working well and having impact as we all identified priority areas for improvement.
- Dialogue with class teachers during attainment tracking meetings
- Interrogation of attainment and achievement data
- Questionnaires/ surveys carried out with staff, pupils and parents
- Information from partners such as the Educational Psychologist, Social Work, SALT, Active Schools staff
- Observations for Learning Walks and school displays
- Regular stage and staff and collegiate meetings to monitor and discuss learning and teaching and share good practice
- Regular meetings and consultation with our Parent Council and PTA members
- Minutes of meetings
- CLPL and Session Calendar

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

(1.1, 1.2, 1.3)

**School Evaluation: Good**

**Nursery Evaluation: Good**

<b>NIF Priority</b> Improvement in children and young people’s health and wellbeing	<b>School Priority</b> Improvement through Self Evaluation Developing Leadership at all levels
<b>NIF Driver</b> Parental Engagement, Assessment of children’s progress, School Improvement, Teacher Professionalism	<b>Local Improvement Plan:</b> Full implementation of CIRCLE Framework across all Aberdeenshire Schools

***Progress, Impact and Outcomes***

**Parental Engagement**

We noticed a certain apathy in terms of lack of **parental engagement** last year on Google Classroom and parent surveys in general. A Google classroom parent workshop was planned to support parents in how to use this. Sign up rates were low and it was cancelled. We felt this lack of parental engagement was largely due to Covid and parents having to focus so much time online with their children during covid.

To increase parental engagement, we set about re-engaging positively with parents and re-opening the school doors to them so they could see what school is like again. A number of steps were taken this session to increase parental engagement. These included a 2 well attended parent/ child Learning Together events in October and in May, all classes delivered Christmas performances to parents, 26 parents are now signed up as volunteers. The Parent Council has held 2 Coffee Morning events. Parental feedback told us that there was too much daily communication. It was too much to engage with and important messages were missed. We re-designed our Parental Communication tool. The Wednesday Bulletin is now issued weekly on a Wednesday. It is a one stop shop and contains a weekly Head teacher update together with all relevant information for parents. Annual Parent survey and Parent Council feedback tells us that the Wednesday Bulletin is a much more effective communication tool.

**Supporting family learning** – 2 Learning Together events have been held this year Oct and May where parents were invited into school to learn with their children on Maths (Oct), spelling and reading (May). Both events were well attended. 33% attendance rate in both. All parents who attended told us they welcomed the chance to come in and learn in school with their child. Children were keen for adults to come into school. All parents who attended in Oct wanted to hold a further one with the majority of parents wanting to see how reading and spelling was taught.

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**.

Pupil Library Leaders have provided additional opportunities to broaden their learners’ experiences. They planned and organized World Book Day in March. They created an author/ book quiz. All classes took part. They arranged a book swap shop. 160 quality second hand books were donated, recycled and swapped across the 13 P1 to P7 classes. Library leaders developed leadership skills in leading the event across the school. 1/3 of the pupils in school were motivated to read a new book. As a result of these actions, we will be ready to apply for Reading schools accreditation next session.

**Changes to Intentional Planning in EYC**

In nursery, staff have implemented intentional planning. This has now been successfully implemented and is embedded in daily practice by all EYPs. This work has been led by our EYLP supported by EYPT and means that our youngest learners are making greater progress in literacy and numeracy. Almost all pupils are making appropriate levels of progress.

**Measuring Impact** – New approaches to measuring impact of PEF Literacy and Numeracy Interventions have been trialled in school this year. These include teachers working alongside PSAs to review progress of learners of early level literacy and numeracy interventions. Approaches to measuring learner engagement and learning growth have been trialled using research methods. 18 pupils have been supported in their learning by interventions. Progress of all pupils has been reviewed. Results can be seen at PEF section.

### ***Next Steps***

#### **PEF Progress and Impact**

Continue to identify and target individual pupils through TMR tracking system and attainment conversation who will benefit from literacy and numeracy intervention sessions. Target individual pupils falling behind expected levels of attainment. Evaluations to be discussed and completed by PSA and CT.

**How good is the quality of care and education we offer?****(2.2, 2.3, 2.4)****School Evaluation: Good****Nursery Evaluation: Good****NIF Priority**

Improvement in attainment, especially literacy and numeracy.

**School Priorities**

Improving Learning Teaching and Assessment

**NIF Driver(s)**

Assessment of children's progress, Teacher Professionalism, School Leadership, Parental Engagement

**Local Improvement Plan:**

Improving Learning Teaching and Assessment Partnership working to raise attainment

**Progress, Impact and Outcomes**

Various approaches to ensuring high quality learning, teaching and assessment have been implemented this school year. These include:

**Circle Framework** – year 1 of roll out. Train the trainer material delivered to all teachers and PSAs during INSETs. Physical environment check conducted with teachers and PSA using critical friend approach.

**Wraparound Spelling** – year 1 implementation of new spelling approach for P4 – 7 pupils. Teachers reports consistent routine and expectations, pupil choice in word level are leading to increased engagement in learning, increased awareness of rhyme and improved writing. 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.

**Skills and knowledge** – A new skills and knowledge planning format was introduced this year. This renewed focus on skills and knowledge development by all teachers has resulted in teachers reporting greater clarity on lesson purpose to learners. 5 teachers have carried our critical friend class visits in term 4. This work continues.

**Talk for Writing** – 2 P2 and 1 P5 class teacher have completed Talk for Writing training program with Northern Alliance Term 1. Teacher confidence and pedagogy skill by them is good. Pupils are supported in writing through repeated visuals and simple symbols. The approach has been implemented in 3 classes and has had a positive impact. Almost all pupils in the P2 class year group have produced longer pieces of text as a result. Writing in almost all P2 pupils work is written in logical sequence with greater detail. A few pupils demonstrate tremendous pride in their writing. We will roll this approach out across the school next session to increase the approach to more classes.

1 class teacher has worked in collaboration with Kellands Language Unit , Inverurie on **Colourful Semantics**. This is a system for colour coding sentences according to the role of different words. It has helped 8 children who require significant support in writing break down sentences and understand the individual meaning of each word and it's role in the sentence. It has helped all these identified children to better understand word order. The class teacher will share this approach across the school next session and contribute to raising attainment in literacy SIP.

**Outdoor Learning** – a new skills progression in outdoor learning has been created and implemented this year. 2 teachers lead staff training this year covering the organisation and storage of resources, the school's outdoor learning expectations and the new skills progression framework. As a result of this work, all classes

are consistently delivering quality outdoor learning lessons. All pupils in these classes are developing forest skills, den building, and cooking skills well. Learner Engagement is high with all pupils showing enjoyment in all sessions. Learner wellbeing in outdoor learning sessions is good. Almost all teachers observe improved quality of work post sessions. As a result of professional dialogue, sharing of resources, joint planning and team teaching, all teachers who had previously reported feeling less confident in delivering outdoor learning now report higher confidence levels.

**Class Visit Quality Assurance Visits** - Class visit format adapted and reviewed to incorporate a revised coaching model approach. Almost all class teachers (except job rotation partners) worked in collaboration with SLT in Term 2 and identified areas of strength of practice areas of development. Some teachers have extended this format and visited each other class as critical friends in term 4. Teachers report they find the new approach supports them well to set next steps. As a result, the 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.

## **Next Steps**

### **SIP 2024-25**

#### **Circle Framework**

1. Ensure physical environment of every class in school is fit for purpose and complies with Circle framework assessment requirements. This will be achieved through QA class visit in early Term 1 and followed up with critical friend visit.

#### **Listening and Talking**

1. Focus on delivery of high-quality teaching and learning of Listening through positive liaison with new Authority literacy leads.
2. Ensure teacher judgement is making Listening and talking assessment is valid and robust. This will lead to greater validity of L&T attainment data.

#### **Play Pedagogy**

1. Continue to review and adapt Play pedagogy expectations across P1, P2 and P3 classes to suit age, stage and development of pupils.

#### **Pace and challenge**

To develop consistency of delivery of lessons that have good pace and challenge. This will be achieved through quality assurance through peer observations of identified practice and critical friend.

#### **Share Talk for Writing and Colour Semantics Pedagogy**

1. Ensure all P2 and P3 teachers are confident in the delivery of Talk for Writing pedagogy. This will be achieved through staff leading and sharing good practice across P2 P3 year group stages.
2. Colourful Semantics pedagogy to be shared across stage with teachers so that pupils with literacy difficulties can be supported to record sentences with correct sequence and word order.

**How good are we at ensuring the best possible outcomes for all our children / learners?**

**(3.1, 3.2) School Evaluation: Good**

**Nursery Evaluation: Good**

**NIF Priority**

Closing the attainment gap between the most and least disadvantaged children and young people.  
Placing the human rights and needs of every young person at the centre of education.

**School Priority**

Support wellbeing of all pupils  
Ensure barriers to learning are removed all pupils are supported to achieve their best  
Close attainment gap of least and most disadvantaged

**NIF Driver(s)**

School leadership, parental engagement, assessment of children’s progress, performance information

**Local Improvement Plan:**

Ensuring Wellbeing Inclusion and Equity

**Progress, Impact and Outcomes**

**School CfE Attainment Levels – Progress Over Time**

	2020-21	2021-22	2022-23	2023-24
<b>Primary 1</b>				
Reading	92%	94%	87%	84%
Writing	88%	92%	83%	82%
Numeracy	100%	96%	100%	89%
Talking and Listening	98%	96%	100%	87%
<b>Primary 4</b>				
Reading	68%	79%	76%	82%
Writing	65%	70%	71%	78%
Numeracy	86%	79%	80%	84%
Talking and Listening	86%	81%	98%	84%
<b>Primary 7</b>				
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%

Analysis of this year’s attainment tells is the following:

- Attainment in **Listening and Talking** over the years is high. According to the attainment data almost all pupils are making appropriate progress in listening and talking. We plan a renewed approach to the teaching of listening and talking across school next session to ensure learning and teaching is aligned to the benchmarks and that tracking is valid, reliable and robust. This is a main School Improvement.
- **In Writing**, overall the majority of pupils are making appropriate progress for their age and stage. This can be attributed to whole school consistent approaches to writing that support pupils well. P2 year group Talk for Writing approach has had a positive impact for those pupils who are on track i;e; confidence levels and independence has increased for those learners. There are still a number of individuals with SALT intervention and challenging behaviour who have not been impacted by the is approach. These



children will require more intervention e.g. 5 minute, 10 minute box. Our P7 cohort has 16/56 (29%) pupils with literacy difficulties. Nesy and Toe by Toe interventions and access to technology has supported all in their learning. In P4 a few children with SALT difficulties have been supported through whole class approach of Colourful Semantics. This has supported them well to achieve. Jolly Phonics approach engages almost all P1 learners with a multi sensory approach of action songs and sounds. This helps almost all children recall letter sounds and apply this to their reading and writing.

- **In Numeracy**, most learners are making good progress. Teaching approaches are supporting most pupils well. There are a significant number of P7 pupils with literacy difficulties which impacts their ability to read higher order written word problems and their ability to cope confidently with multiple step problems. Ten Town characters and songs engage all P1 learners well. This helps them understand place value and number recognition. The whole school focus on mental maths is supporting most pupils well. However, teachers must differentiate the work to provide adequate challenge. This will be addressed through planned improvement on pace and challenge next session.
- **Reading** - Almost all pupils are making appropriate progress in reading. This is attributed to consistent approach to reading strategies across the middle to lower school (Tommy Tracker, Vocabulary Voel) and Blooms Questioning by P5 6 and P7 classes.

### Review of PEF

PEF Closing Gap: *What did we want to achieve?*  
 Early/ 1<sup>st</sup> 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/ 1<sup>st</sup> phonics and early/ 1<sup>st</sup> level number knowledge for 14 of the 18 pupils participating.

	No. of children receiving support Literacy and or numeracy boxes
P1	9
P2	3
P3	1
P4	4
P7	1

Class teachers and PSAs worked together to evaluate individual performance. The evidence of impact from the PSA and CT collaboration discussions tell us the following:

- \*All pupils are positively engaged in learning using the new resource. Learner Engagement is very good.
- \*Almost all pupils are showing improvements in learner growth.
- \*Almost all pupils are showing improved skills, knowledge and strategies whilst using this approach.
- \*Almost all pupils are transferring knowledge, skills and strategies to other work tasks.
- \*Almost all learners are demonstrating evidence of improved outcomes in assessments carried out.
- \*Almost all pupils are scoring higher results on the intervention assessments.

Of the 4 pupils where impact is not so strong, we can attribute this to when sessions have been inconsistent. This has occurred when PSAs have been reallocated to support challenging behaviour across the school.

We see from pupils work that the approach shows less impact for dyslexic pupils. The intervention is showing greatest impact for pupils who are falling just below on tracking. The extra boost session works well as a catch up intervention. We will target these pupils next time to ensure maximum impact.

## **Wellbeing, Inclusion and Equity**

### **Wellbeing**

The school has taken steps to implement change and improvement is supporting wellbeing across the school.

- 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. We worked on this area as a school improvement and created a new pupil leadership opportunity of Anti-bullying Ambassadors and Wellbeing Warriors. The 2 pupil groups have helped implement several initiatives across the school.
- Anti-Bullying Ambassadors were supported by the Acting Depute Head to deliver in class anti bullying lessons.
- Pupil Wellbeing Warriors and Anti bullying ambassadors have raised awareness of what bullying is and what bullying is not. Pupil groups led 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. Unacceptable behaviours were most noticeably dealt with in P7 year group.
- The Wellbeing Warriors worked to deliver Wellbeing chats in term 2 and term 3. 18 pupils have taken part 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. A few pupils went several times to the Wellbeing chats because they liked them. All the Wellbeing Warriors themselves reported that the training gave them skills to be able to listen to others. They also find they have a clear understanding for what options they can take to help themselves. 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. As a result, pupils are able to return to class and engage with learning after the sessions.
- A number of children across the school display dysregulated emotion, leading to a few children leaving class. These children are supported well in school by staff, and they are being taught to use personal strategies to help them calm down. A further school improvement plan for next session is planned to support emotional wellbeing. This is noted in Next steps.

### **Inclusion and Equity**

#### **Ensuring Wellbeing and Inclusion**

- Circle Framework – Training delivered to almost all classes and PSAs. Declutter and labelling of resources undertaken in all classes. QA of Learning Environment to included in annual QA calendar.
- 4 staff members (CTs and PSAs) completed Calm Theory Training this year. A further 4 are to complete this. This allows staff to deal with challenging behaviour using strategies that support pupils positively. The most challenging pupil behaviour is being supported positively by staff to de-escalated effectively.
- A small number of pupils are supported with enhanced staffing levels in 2 separate pupil learning bases. The Snug and staff base provide learning environments to support pupils who were not coping with full time mainstream class experience or the playground. Nurturing and trauma informed practice have been implemented by staff. A few pupils access this support full time and a few others access the space throughout the school day. Child planning meetings are held to evaluate and review progress. As a result of the individualised support, almost all children attending are making progress at their own levels in literacy, numeracy and health and wellbeing and are showing improvement in learner engagement. Almost all pupils are showing gradual improvements in their ability to regulate their emotions. Social stories and visuals support the teaching of routines and structures well. Almost all pupils show an improvement in their ability to follow the routines and structures successfully in the environment. A few children also attend Snug Lunch Club every day. This has allowed all pupils to make progress in the

development of social skills, in a supervised environment. Flexible curriculum experiences support them well in the afternoon e.g. cooking, crafting, building, construction. We continue to work within the resources available to support individual all our learners achieve their potential.

- 5 P5 and P6 pupils participated regularly in The Promise project delivered by Wildbird. The film and sound project aimed to support vulnerable children (e.g. looked after children, children with additional needs, anxiety, or those who are going through a bereavement). 6 sessions were delivered. The group used the latest in music and film technology to create a unique multimedia installation which is all about seeing the world through the children's eyes and culminated in a showcase viewing in the dark where the work was projected onto the school wall. This was an open community invitation. The event was well attended with around 50 parents, staff and pupils and the local Cub Scout group viewing the work. Over the course of the weeks, the children were observed on the following specific skill: active listening and taking turns to talk; engagement and participation (taking part actively); and cooperation (working together). Enjoyment, change in mood and improvement on feelings about school were also evaluated. All 5 pupils reported to have enjoyed the Wildbird Project. Almost all pupils reported that being part of the Project improved their mood. Children themselves reported a significant improvement in their feelings about school and in their mood. A few pupils did not engage regularly. This can be attributed to the fact that the staff delivering the program were employed out with the school and therefore not known to the children.
- **Charlie House** – All pupils in P4 classes and above have learned about disability and inclusion through workshops delivered by Charlie House volunteers. This has helped raise awareness of disability and inclusion across our school community. Our P7 Charities Committee worked together to plan and deliver an information assembly to the whole school on Charlie House and explained how it supports children with life limiting illnesses. The pupil group organised a successful fundraising movie morning and afternoon to support the Buy a Brick Appeal for Charlie House. Over £1,000 was raised in May and allows the funding of 4 bricks for the Big Build Appeal. 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** - This year we have worked towards Sports Scotland Gold Award funded by the National Lottery. The Sport Award is a national initiative designed to encourage schools to put young people at the heart of decision making, planning and implementation of extra-curricular school sport. It encourages schools to self-reflect and continuously improve and recognise and celebrate successful school sport models. The award encourages sporting links between schools and the communities around them, providing opportunities for young people to progress. The SSA allows schools to recognise the achievements made in sport. The award looks at: - curricular sport, - extracurricular sport, - how sport is valued within school and how schools celebrate success. We await assessment of progress towards Gold Award accreditation.

## **Next Steps**

### **Emotion Works**

All pupils will be further supported in their learning and understanding of emotional regulation through the delivery of a whole school progressive H&WB program. The program focuses specifically on the teaching and learning of emotional regulation. This will be achieved through accreditation towards Silver award and Gold Award over the next 2 to 3 years.

### **Supporting pupil mental health**

Plan Kooth workshops with next 4 oldest classes and share learning with parents in a parent learning workshop. In May 2025, record numbers of pupil registering with Kooth online resource. Compare with registered numbers of May 2024.

### **Inclusive Practice**

**Ensure consistency of training completed by all teachers and PSA to include:**

- ASD ADHD Dyslexia Trauma training for all class teachers
- Circle Framework (Environment QA)
- Nurture
- Trauma Informed
- Restorative Practice

### **Relationship and Behaviour**

Develop a child friendly relationships and behaviour policy and share consistency with parents to raise awareness of how school supports any incident of bullying.

Continue to provide **high quality inclusive practice nurture provision** for those pupils who need it most by making best use of resources available to us. We will ensure inclusive practices are of a high quality that best meet our vulnerable learners needs.

## Wider achievements

Across the school year, staff work with and for our children to create wider experiences out with the classroom. Here is a selection of some of this work.

**Christmas Performances** – 3 Christmas Performances were performed in December across P1 to P7 classes. All pupils participated in their class performance with success. For many this was the first performance they had participated in due to covid restrictions. Parental engagement was high and feedback very positive.

**Jaffrey Cup** - All classes participated in our annual Scots Language Competition this year with P2R and P6B being this year's winners. Almost every pupil across the school performed with their class and successfully recited their class Scots poem in front of an audience. Almost all our learners were included in this whole school event.



### **Insch Does Strictly**

**Competition** – 30 pupils from P5 6 7 classes were invited to participate in a new dance competition this year. The competition was closed to those who chose to perform only – this provided a safe space for pupils to perform comfortably. As a result, children who are usually shy and some with ASN successfully participated in the expressive arts event.

**Dragon's Den** – All P5 6 7 classes participated in this year's annual Dragon's Den Competition. 5 pitches, 1 from each P5 to P7 class, were delivered 3 local business Dragon's. This event enabled teachers to assess children's talking and listening skills: communication/ collaboration/ performance delivery. Around 30 CfE 2<sup>nd</sup> level pupils reached the final. The Dragon's reported all participants presently confidently. As a result of the pitches, children have had a say in how £340 from Christmas Jumper money is to be spent: class sets of football, volleyballs and basketballs, sports bibs, 2 outdoor learning hammocks and a library seating areas have been purchased.

**Glee Choir Challenge:** 40 P5 P6 P7 pupils worked over term 2 and term 3 to create and perform a song and dance performance. This was performed at Aberdeen's Beach Ballroom in March for the 2<sup>nd</sup> year running. Staff lead this work and developed their own leadership skills as a result. 40 pupils have progressed their performing arts skills to a very high standard.



**Kenny Gibb Memorial Basketball Tournament:** 8 P5 P6 P7 pupils trained and participated in this year's tournament. The team showed great resilience and determination.



We are proud of our 4, P6 pupils who participated in and reached the final of **EuroQuiz Aberdeenshire**. Insch School EuroQuiz Team won joint 2<sup>nd</sup> place with 43 Aberdeenshire schools participating overall. Their hard work and commitment really paid off. The team are to be commended for this achievement.

**Play Leaders:** Our pupil Play Leader group is supporting positive playtimes for younger pupils across the school as a result of the structured play games they organise each day. Children especially like the parachute games!



## Run Garioch 2024

There were 77 entrants from Inch School at this year's event. We received the shield for the most entrants from a school this year. Well done everyone!



**Charlie House Disability and Inclusion Workshops** delivered to all P4 pupils and above.



P7 Charities committee worked to raise £1,111.00 raised to purchase 4 bricks to help build Charlie House through popular pop corn and movie day.

**Our PTA and Parent Council** have worked over the school year on a number of initiatives. These include arranging coffee mornings to help parents meet one another, fund raising Bingos and a popular school disco. They are currently working to upgrade and repaint the school boundary fence this summer. They have help fund P7 Yearbooks and P1 Bertie Bears this year.

## What is our capacity for continuous 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. We are working in a new trio with 2 other Aberdeenshire School Meiklemill and Banchory. This will further support our validation work across the school.

Our ability to **plan targeted support for pupils who need support** 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 Inch 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** to meet the needs of our pupils in P1 and P2 classes well.

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 commitment to developing our **approaches to outdoor learning** has impacted positively this year as we have achieved consistency of delivered across all classes. This is supported learner wellbeing well.

Our commitment to delivering a whole school **Emotion Works H&WB program** next session will ensure a consistent approach to supporting learners as they develop emotional regulation techniques and strategies.

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.

**National Improvement Framework Quality Indicators**  
**School**

<b>Quality indicator</b>	<b><i>School</i> self-evaluation</b>	<b><i>Nursery</i> self-evaluation</b>
1.3 Leadership of change	Good	Good
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Good
3.2 Securing children's progress / Raising attainment and achievement	Good	Good

## Action plan 1 Session 2024-25

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</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><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p><b>Aberdeenshire Priorities:</b></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><b>Priority 1: Q1 3.1</b></p> <p><b>Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>To deliver consistent approaches to teaching and learning of emotional regulation across school.</li> <li>To deliver a shared and consistent relationships and positive behaviour policy that all stakeholders know and understand.</li> </ul>	<p><b>Data/evidence informing priority: .....</b></p> <p>What's the problem? How do you know? How big is the gap? Who is affected?</p> <p><i>There are growing numbers of a minority of pupils showing regularly high levels of dysregulation. We see a few pupils leave classroom regularly, shout at adults and hit out at peers. This affects peers, staff and the pupils themselves.</i></p> <p><i>Communication from a minority of parents tells us there is belief by some that poor behaviour is not dealt with adequately. Some parents do not hold a secure understanding of restorative practices used to support rupture, repair and reconnect practices. The renewed positive behavior and relationships policy will be used consistently to communicate clearly the approaches taken in school. Complaints will be lower.</i></p>			
<p><b>Key actions</b></p>	<p><b>By whom</b></p>	<p><b>When ?</b></p>	<p><b>How will we evaluate impact? (Measurements of success)</b></p>	<p><b>Progress</b></p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>



<p><b>Emotion Works</b> Purchase of 2 year Emotion Works program. £2k.</p> <p>Implementation of Emotion Works H&amp;WB program across Nursery P1 to P7 classes and ASN base.</p> <p>This will be achieved through: Staff training including Nursery, PSA and CTs. Led SLT and named staff mentors. CAT sessions to deliver.</p> <p>All classes and communal areas to have Emotion Cogs displayed.</p> <p>Whole school focus on emotion 7 Cogs.</p> <p>Staff and pupil engagement and discussion to be visible racers school.</p> <p>Classes work through appropriate Emotion Cog program.</p> <p>Share practice with parents via Wed Bulletin and parent/pupil Learning Together event in Term 3.</p> <p>Achieve Bronze and Silver level accreditation by end year.</p> <p><b>Relationship and Positive Behaviour Policy</b> Create and implement a child friendly relationships and positive behaviour policy.</p> <p>Share consistently with parents to communicate clearly the approaches taken in school. Share with pupils and staff at Assembly/ staff meetings to ensure consistency of approach by all staff. Engage pupil leadership Wellbeing Warrior group to raise awareness across school community.</p>	<p>SLT as leads. Mrs Stirling lead.</p> <p>CT leads to be appointed.</p> <p>PSA Nursery team.</p> <p>CT or SLT to lead Wellbeing Warriors</p> <p>Share to all staff and pupils</p>	<p>Purchase June 24.</p> <p>Display cogs across school June 24.</p> <p>CAT in Aug/Sept to launch.</p> <p>Ongoing daily teaching of cogs across school.</p> <p>By year end</p> <p>End Term 2</p>	<p>High levels of confidence in teaching pedagogy recorded through pre and post Emotion Works teacher baseline assessments – confidence in teaching emotional literacy and strategies show a rise. Sept and May.</p> <p>High levels of staff engagement in CAT learning events on Emotion Works is high and observed in class visits and class wall displays.</p> <p>Levels of pupil engagement in learning about the emotion cogs will be high as observed by teachers and SLT in class visits, pupil work. Pupil behaviours and beliefs will be high.</p> <p>We will see low levels of pupil anxiety, pupils engaging productively with peers and staff on learning about the Cogs.</p> <p>Levels of Cognitive engagement and self-regulation will be higher.</p> <p>Increased parental satisfaction at how incidents are managed. Complaints will be lower.</p>	
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## Action plan 2 Session 2024-25

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</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><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p><b>Aberdeenshire Priorities:</b></p> <ol style="list-style-type: none"> <li>Improving learning, teaching and assessment.</li> <li>Partnership working to raise attainment.</li> <li>Developing leadership at all levels.</li> <li>Improvement through self-evaluation.</li> </ol>		
<p><b>Priority 2: QI 3.1</b></p> <p>Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> <li>All staff to complete inclusive practice training as standard requirement.</li> <li>Ensure physical environment of every class in school is fit for purpose and complies with Circle framework assessment requirements.</li> </ul>	<p><b>Data/evidence informing priority:</b> .....</p> <p>What's the problem? How do you know? How big is the gap? Who is affected?</p> <p><b>Growing number of individual pupils with high level ASN. A few of these are not managing mainstream class environment currently. Nurture Rooms established. Additional staffing required to staff this room taking away from other ASN pupils. Teachers confident in the delivery of Inclusive practice and this is evident in all classes.</b></p>			
<p><b>Key actions</b></p>	<p><b>By whom</b></p>	<p><b>When?</b></p>	<p><b>How will we evaluate impact? (Measurements of success)</b></p>	<p><b>Progress</b></p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>

<p><b>Inclusive Practice</b> To support inclusive practice pedagogy across all classes, the following training is to be completed by teachers and PSAs as baseline expectations. PU and PRD discussions. 2 year SIP to complete.</p> <p><b>ALDO Training Module - Autism</b> - Understanding and Supporting Autistic Learners: Universal Autism Training. 1 hr per module.</p> <p>Module 1 - About Autism, we were expecting you, Module 2 - Cognitive Theories, Module 3 – Communication, Module 4 - Understanding Sensory Behaviours, Module 5 – Anxiety</p> <p><b>Trauma</b> Trauma introduction EPS delivered already teachers Term 2 2023</p> <p><b>Trauma Informed Practice</b> ALDO 45mins. PSAs and CTs to complete as standard.</p> <p><b>Trauma Skilled Practice</b> Turas via Aldo For staff working with trauma pupils.</p> <p>Module 1: Understanding the impact of trauma and responding in a trauma-informed way (60-90mins) Module 2: Trauma in children and young people (60-90mins) Module 3: Understanding the impact of trauma on mental health and evidenced pathways to recovery 45mins</p> <p><b>ADHD plan to follow from EPS and NHS</b></p> <p><b>Calms Theory online.</b> 12 hrs. £95 per person Contact Lisa Lees QIO.</p> <p><b>Nurture Principles</b> What do we want to do achieve next with ESP to follow up nurture knowledge? Plan to do PM 14/11/24 INSET.</p> <p>INSET 14/11/24 <b>Emotion Coaching</b> <b>Restorative Practice</b> <b>Nurture Follow</b></p> <p><b>Staff Leadership Opportunity Inclusive Practice</b> Practitioners with Inclusive Practice Qualification to deliver CAT sessions and share good practice across school. Support role staff.</p> <p><b>Circle Framework</b> Ensure physical environment of every class in school is fit for purpose and complies with Circle framework assessment requirements. This will be achieved through QA class visit in early Term 1 and followed up with critical friend visit. Assessment uploaded Powerbi for analysis. Learning tools packs for dyslexic pupils in place and operating. QA check Term 1.</p>	<p>CTs 1 hr per module as part of PRD.</p> <p>45mins CT PSAs</p> <p>60/90mins</p> <p>60/90mins 45mins 3h 45</p> <p>Targeted staff to complete recommended / staff choice.</p> <p>EPS to whole staff Twilight before INSET Nov.</p> <p>INSET 14/11/24 EPS all day Emma Brown</p> <p>Lisa Collins Kerry Robertson</p> <p>Early Term 1 CTs ongoing SLT QA</p>		<p>Number of staff completion rate of stated courses.</p> <p>Staff can explain why approaches are required. Staff can explain changes to practice.</p> <p>There is regular and frequent dialogue about the new inclusive practice among staff.</p> <p>There is regular discussion about the impact of approaches on pupils.</p> <p>We can track the number of staff who use the approaches confidently in classes and with individual pupils.</p> <p>Staff see positive differences in classrooms are positive towards the approaches.</p>	
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## Action plan 3 Session 2024-25

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</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><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p><b>Aberdeenshire Priorities:</b></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><b>Priority 1: Q12.3 Learning, Teaching and Assessment</b></p> <ul style="list-style-type: none"> <li>To improve quality of learning and teaching across all classes through appropriate delivery of <b>pace and challenge</b> by all teachers to all pupils.</li> <li>To improve the quality of learning &amp; teaching of <b>Listening and Talking</b> across all classes.</li> <li>To share good practice of pedagogy in <b>Talk for Writing</b> to P2 classes.</li> <li>To share good practice of <b>Colourful Semantics</b> to support pupils with literacy difficulties.</li> <li>Accreditation towards <b>Reading Schools Core Level Award</b>. Work through specific action plan.</li> </ul>		<p><b>Data/evidence informing priority:</b> .....</p> <p>What's the problem? How do you know? How big is the gap? Who is affected?</p> <p><b>A few children are currently choosing to leave class and are not fully engaged throughout the day in learning. Almost every pupil is to be engaged and motivated in learning.</b></p> <p><b>L&amp;T skills to be developed across the school so that almost all children can listen to one another effectively. They can talk collaboratively with another and show support, care and kindness to one another.</b></p>	
<p><b>Key actions</b></p>	<p><b>By whom</b></p>	<p><b>When?</b></p>	<p><b>Progress</b></p>

			How will we evaluate impact? (Measurements of success)	<div style="background-color: green; color: white; padding: 2px;">On Track</div> <div style="background-color: yellow; color: black; padding: 2px;">Behind Schedule</div> <div style="background-color: red; color: white; padding: 2px;">Not Achieved</div>
<p><b>Pace and challenge</b> To develop consistency of delivery of lessons that have good pace and challenge. This will be achieved through quality assurance through peer observations of identified practice and critical friend.</p> <p><b>Listening and Talking</b> Focus on delivery of high-quality teaching and learning of Listening through positive liaison with new Authority literacy leads. CAT delivery of T&amp;L benchmarks by SLT to be shared with teachers and discussion held on how to meet these benchmarks effectively.</p> <p>Ensure teacher judgement is making Listening and talking assessment is valid and robust. This will lead to greater validity of L&amp;T attainment data.</p> <p><b>Play Pedagogy</b> Continue to review and adapt Play pedagogy expectations across P1, P2 and P3 classes to suit age, stage and development of pupils.</p> <p><b>Share Talk for Writing Pedagogy</b> Ensure all P2 and P3 teachers are confident in the delivery of Talk for Writing pedagogy. This will be achieved through staff leading and sharing good practice across P2 P3 year group stages.</p> <p><b>Share Colour Semantics Pedagogy</b> Colourful Semantics pedagogy to be shared across stage with teachers so that pupils with literacy difficulties can be supported to record sentences with correct sequence and word order.</p>	<p>SLT</p> <p>SLT</p> <p>Lead Mrs Cartney with Mrs Gilliland / McVey</p> <p>Miss K Reid Miss L Reid</p> <p>Miss Scotten</p>	<p>Term 2 3 after Emotion Works</p>	<p>Staff are able to identify areas of low pace and low challenge and how these can be improved.</p> <p>Number of staff who are confidently adapting planning routines to incorporate greater pace and challenge.</p> <p>There are high % levels of pupils engagement throughout the whole school day.</p> <p>% of pupils engaged in class activity straight after lunch is high.</p> <p>% teachers attend L&amp;T CAT session.</p> <p>All staff CTs and PSAs can explain why approach is needed.</p> <p>All staff can explain their role in delivering quality L&amp;T.</p> <p>L&amp;T teaching is evident in all teacher planning. L&amp;T is timetabled weekly as core experience and throughout week.</p> <p>Evaluative exercise in assessing teacher confident levels before and after tracking using new approach shows greater confidence levels.</p>	

## **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 1: 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.



## PEF 2024-25

<b>Identified gap</b> Linked to barriers identified through analysis of data	<ol style="list-style-type: none"> <li>1. Mental wellbeing</li> <li>2. Life Skills</li> <li>3. Literacy</li> <li>4. Numeracy</li> </ol>			
<b>Expenditure</b>	<p>PEF Allocation: 2022-23 £29,400      PEF Allocation: 2023-24 £29,400          PEF Allocation: 2024-25 £29,400      PEF Allocation: 2025-26 £29,400</p> <p>Employment of additional PSA hours to work with individuals/ groups on intervention groups. 38.5hrs</p> <p>Intervention groups will target identified pupils with:</p> <ul style="list-style-type: none"> <li>• poverty related attainment gap and / or</li> <li>• vulnerability factors such as mental health support needs</li> <li>• trauma and ASN.</li> </ul> <p>Resources to support work will include:          5 Minute Box, 10 Minute Box and Number Box, Lego Therapy, Life Skills sessions.</p>			
<b>Expected outcomes</b> What change do you want to see for learners? How much change? Who are the target group? By when		<b>Change to see</b>	<b>How much change?</b>	<b>Target pupils</b>
	<b>Vulnerability Factors</b> Trauma ASN	Resilience and confidence displayed by targeted pupils through intergenerational project Drumdarroch Care Home.	Pupils to be identified in August and targets set.	2 pupils
	<b>Vulnerability Factors</b> Mental Health	Resilience and confidence displayed by targeted pupils.  Better able to deal with situations using taught emotional strategies.	Pupils to be identified in August and targets set.	1 pupil
	<b>Literacy</b> Poverty related attainment gap	5 Minute Box  10 Minute Box	Pupils to be identified in August and targets set.	P1s = P2s = P3s = P4s = P5s = P6s = P7s =
	<b>Numeracy</b> Poverty related attainment gap	The Number Box	Pupils to be identified in August and targets set.	P1s = P2s = P3s = P4s = P5s = P6s = P7s =
Target individuals / groups identified by FSM entitlement pupils and TMR data.				

