

Standards and Quality Report Parent Summary Session 2020-21



A whole school evaluation is undertaken every year. The Standards and Quality Report records the findings. This full report is available for all stakeholders to view on the school website. It is also issued to parents directly each year. Following feedback last year, a summary version has been created. Evaluation grades are awarded as per key below.

Quality Indicator Grades	6= excellent	5= very good	4=good	3 = Satisfactory	2= Weak	1= unsatisfactory
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How good is our leadership and approach to improvement? Grade 5

- Lockdown learning surveys held to assess how families were managing home learning in lockdown 1 and 2. Adjustments made quickly - more flexible approach to learning grids available over a week with submission required by week end proved more popular with families .This was a direct result of initial feedback.
- Staff and pupils adapted quickly to Google Classroom and daily live sessions from Seesaw. Staff supported one another very well to maximise effect of on line learning platform.
- Very positive home learning feedback and daily live lessons - families found this better. Teaching was maintained as far as possible. Pupils felt less isolated and more connected to teachers and peers.
- Staff leading training within school shares good practice across school: Espresso, Emergent literacy, Outdoor Learning, ASD Inclusive Practice.
- Older pupils developing DYW skills: Library Leaders, House Captains, Digital Leaders with impact.
- P1 Bertie Bear Transition Program adapted successfully to adhere to Covid regulations. Family nurture approach in place, nursery staff on hand to settle new P1 starts in Aug. This worked very well.

How good are we at improving outcomes for all learners? Grade 5

- Diversity work continues with child friendly assemblies on Dyslexia, Autism and ADHD. Children talk confidently about diversity and what it means.
- Emotional Regulation work further developed across school: time is set aside for check ins, daily relaxation/ mindfulness. Pupils use a 5 Point Scale when needed to calm. Across the school, we see pupils calming more quickly and moving on because they are being taught how to regulate their emotions.
- ASN trackers ensure that all information relating to an individual pupil learning needs are clearly recorded leading to effective support strategies being employed and shared with parents throughout a child's time at Insch School.

How good is the quality of care and education we offer? Grade 4

- Curriculum Recovery implemented immediately focusing on Literacy, Numeracy and Wellbeing on return to school.
- New Corum Education Health & Wellbeing whole school progression curriculum now in place covering all aspects of H&WB across the school.
- Planned whole school events in lockdown built a sense of togetherness in sharing work. Parents learned that children learn through focused play: Activities Week, Sport Week, Maths Skills Week and Literacy Week.
- Curriculum coverage work ensures consistency across school of time spent on curricular areas.
- Early Years Nursery/ P1 team working closely to develop play learning approach in P1 with success for learners.
- Lockdown Learning: 90% engagement levels achieved with ASL and PSA teams continuing to support small group and individual on line.
- March 2020 Nursery Team awarded Early Years Outdoor Learning Award.

Attainment Data Raising Attainment and Achievement Grade 4

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

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

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

	2017-18	2018-19	2019-20	2020-21
Reading	86%	83%	No data	81%
Writing	87%	81%	Covid-19	73%

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<ul style="list-style-type: none"> Well planned and supported intervention groups based on attainment tracking and individual pupil need e.g. Outdoor learning sessions, Seasons for Growth. All impact positively on learners. Food banks and grants obtained by the school from the Aberlour Trust and our 2 local Churches. Gratefully received by a number of families. 28 iPads and 60 Sim cards successfully delivered to targeted families to assist access to school work in lockdown/ internet access. On average 24 pupils attended school at the Hub during lockdown either as key worker families and/ or vulnerable pupils. 	Numeracy	82%	86%		84%
	T/L	93%	91%		94%
	H&WB				100%
	Pupil Equity Funding PEF				No
Grade					
Scottish Funding allocation is based on Free School Meal entitlement.					
PEF Allocation Session 2020-21 = £29,370					
<ul style="list-style-type: none"> Spend on additional staffing PSA hours to support class, identified small groups and individuals, P1 adult support. Technology subscriptions: Sumdog (Numeracy), Espresso (Cross curricular), ASN resources: Nessy licences, Seasons for Growth resources and more..... 					
PEF Allocation 2021-22 increase to £30,460.					
<ul style="list-style-type: none"> Continue additional staffing PSA hours to support learning and teaching and targeted individual pupil attainment. 					

Capacity for Improvement

School is in a strong position to grow and develop on our continued journey towards excellence. Our **strong commitment to school self-evaluation** supports this well.

The school will benefit from a **wider program of planned improvements** including refurbishment of nursery and wider school: security of the reception area, improved reception admin area and beyond. This work is currently being scoped and we await finalised plans at the start of next session.

Staffing continues to challenge management of we can offer as a school. We are reliant on our additional SG and PEF Funding for additional staffing.

Early Year Team are committed to delivering **play-based experiences** for children. We are looking at ways to provide an open access play area for P1.

Staff continue to **lead their own learning** in taking initiatives forward for the good of the school.

Wider Achievements

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

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

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helped to support their learning and wellbeing during lockdown. Our PSA staff report they feel happy and valued as key members of the learning support team.

Here are a few of our other Wider Achievements.

Looking Forward Planned School Improvements Session 2021-22

<p>School Improvement Plan 1 Improvement in children and young people's health and wellbeing.</p> <p>National Improvement Priority Learning and Wellbeing</p>	<p>1.</p>
<p>School Improvement Plan 2 Improvement in attainment, particularly in literacy and numeracy.</p> <p>National Improvement Priority Consistent high quality learning, teaching and assessment pedagogy across school.</p>	<p>1.</p>

I hope you find this Standards and Quality Report Parent Summary Session 2020-21 information. For further details please refer to the full report. This can be found on the school website.

Mrs A Conner, Head Teacher.

28/6/21

A. Conner