



**Aberdeenshire**  
COUNCIL

## **Insch School**



## **Standards & Quality Report 2021 - 2022**

**&**

## **School Improvement Planning 2022 – 2023**

## **School Forward**

We are pleased to present both our Standards and Quality Report for Session 2021-2022 and our School Improvement plan for the current session 2022 -2023. 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

## The School and its context

### Context

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.

Within the school there are no pupils within SIMD Deciles 1 to 6. 3% are within SIMD 7 and the remainder within Deciles 8 and 9.

7% of our pupils are entitled to FSM and £30,600 was allocated as Pupil Equity Funding for session 2021-22. This sum increases year on year as FSM entitlement eligibility increases. PEF Allocation for session 2022-23 is set to decrease slightly to £29,400.

The emotional and social needs of our parents and families has also changed over the years and the school has worked hard to meet this changing dynamic. Our school roll currently sits at 339 P1 to P7 pupils and 67 Nursery pupils. We have 14 classes. 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 school's Journey to Excellence commenced in January 2015 when Mrs Conner was appointed Head Teacher (Jan 2015). 2 Depute Heads, Mrs Chalmers and Mrs Stirling and 1 Early Years Senior Practitioner, Mrs Buchanan make up the Senior Leadership team. 2 Early Years Lead Practitioners support the nursery and play a pivotal role in maintaining the high standard of Early learning care and provision. Our committed teaching team of 16 class teachers work collegiately to lead change in our school. This team is supported by an ASN team of 1.3FTE teachers who work with Huntly Cluster and 10 part time PSAs who work alongside our teachers and pupils. 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. We have been unable to utilise the support of our valued Parent Volunteers due to Covid-19 restrictions who would normally help provide support and challenge for our young learners in a variety of ways. 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 Juniroe Road Safety Officers. We have been unable to run lunchtime clubs and After School Clubs due to Covid restrictions as we would normally do.

Key Worker and Vulnerable pupil hub spaces were allocated to an average of 24 pupils daily during lockdown and this provided an invaluable service to these families. The school coordinated much needed food banks and grants from Aberlour Charity and our 2 local Churches for some of our families. This enabled as many of our vulnerable families as possible to be supported through difficult times during lockdown.

### **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**

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

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

At Insch 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.

At Insch School, we have led a period of strategic change in response to the changing dynamic of the local community of Insch. This has been based on a 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 the change and embrace the many initiatives that have led to the collegiate nurturing approach that has been established in the school.

The period of strategic change commenced in 2015. Today, we continue to strive to be the best we can, focusing always on delivering the best possible outcomes for our pupils and families.

Strategic change and improvement at Insch School has been achieved through a commitment to:

- 1. Developing and maintaining our Vision, Values and Aims - Reach for Stars** (Leadership and Management: Leading Change)

2. **Delivering and maintaining high quality learning teaching that engages learners** (Learning Provision: Learning, Teaching and Assessment)
3. **Developing and maintaining a commitment to staff and pupil of Leadership of Learning across the school.** (Leadership and Management: Leadership of Learning)
4. **Developing and maintaining Personalised Support and Ensuring Inclusion and wellbeing** (Ensuring wellbeing equality and inclusion)
5. **Developing and maintaining a strong commitment to school self-evaluation** (Leadership and Management: Self-Evaluation for Self-Improvement)

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 2021-2022.

<b>Key priority 2021-2022</b>	<b>Key actions undertaken</b>	<b>Impact (achieved throughout 2021-2022)</b>
<p><b>1.1 Self Evaluation for self-improvement</b> Collaborative approaches to self-evaluation are conducted regularly across the school year.</p> <p><b>1.2 Leadership of learning</b> There are opportunities for children to lead learning. There is opportunity for professional engagement, collegiate working and leadership roles for staff. These impact on positively on the whole school.</p> <p><b>1.2 Leadership of Change</b> There is a clear Strategic planning for continuous Improvement.</p>	<p>School Improvement plan set over 3 year period.</p> <p>New Pupil Group – Self Evaluation of learning by pupils ‘Learning FBIs’ (Miss More)</p> <p>PEF Budget Stakeholder Views Survey – May 2021</p> <p>School Improvement Stakeholder Views Survey – May 2021</p> <p>P1/ P2 Play based learning pedagogy development.</p>	<p><i>School Improvements develop and progress with greater impact for children and families over a longer period.</i></p> <p><i>Our school improvement priorities are set based on a wider range of stakeholder views.</i></p> <p><i>Pupils participate in groups that influence how we improve the school.</i></p> <p><i>Validation of P1 P2 play based approach. It meets pupils needs. Pupils attain expected levels in numeracy, literacy and H&amp;WB.</i></p>
<p><b>2.3 Learning, Teaching and Assessment Learning and engagement</b> Our children are eager and active participants who are fully engaged, resilient, motivated and interact well during activities. Learners’ experiences are appropriately challenging and enjoyable and well matched to their needs.</p> <p><b>Quality of teaching</b> Our teaching is underpinned by our shared school understanding of what makes excellent learning and teaching.</p>	<p>Teachers renew shared understanding of high quality learning and teaching. 3 areas of focus: differentiation, questioning, children reporting on their own progress.</p> <p>Teacher Peer Visits - Quality Assurance</p> <p>Maths Growth Mindset Project - Winning Foundations trial in P4C and P5R.</p>	<p><i>Continued focus on consistency of expectations for high quality learning and teaching in all classes.</i></p> <p><i>Greater resilience in many learners in their learning and wellbeing. Project to be extended next session across school.</i></p>

<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <p>Our approach to ensuring the wellbeing of all children, we are improving outcomes for children and their families.</p> <p><b>3.2 Raising attainment and achievement</b></p> <p>Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens.</p>	<p>Whole School Health &amp; Wellbeing Project Term 1. The Boy, The Mole, The Fox &amp; The Horse.</p> <p>Every class creates their Stuck Strategies. Every child can use them to help themselves when they are stuck. <i>“I use my Try, Take, Talk strategies to help me when I am stuck.”</i></p> <p>JRSOs Mrs Glennie. Pupil Junior Road Safety Officers: Be Bright Be Seen Day/ Sustrans Big Walk, Big Wheel Fortnight.</p> <p>3 yearly data analysing of pupil tracking in Literacy, Numeracy and H&amp;WB. Focused Attainment Conversations following TMR.</p>	<p><i>Positive message and understanding of mental and emotional wellbeing embedded across school community.</i></p> <p><i>Children area strategies. Children are taught to be independent in their learning. This helps support positive health and well-being in our pupils.</i></p> <p><i>Road safety planned and delivered from children to children.</i></p> <p><i>We know how all pupils are progressing and plan interventions to support those who need extra.</i></p>
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## How good is our leadership and approach to improvement?

<b>QI 1.3 Leadership of change</b> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change	
<b>Relevant NIF priority: All</b> <b>Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement</b> <b>Level of quality for core QI:</b> <b>(HGIOS?4/HGIOELC? 1-6 scale)</b>	
<b>How well are you doing?</b> <b>What's working well for your learners?</b>	<b>Grade 4</b>
<ul style="list-style-type: none"> <li>• There is a very positive ethos within Insch School. All staff and almost all pupils can articulate the vision and values of the school. The vision and values are in line with GIRFEC and UNCRC and are embedded in our curriculum rationale and are embedded in the life of the school.</li> <li>• The school has a clear curriculum rationale in place ensuring it reflects the uniqueness of our community. Almost all stakeholders have an awareness of our rationale.</li> <li>• The school regularly engages with parents and wider stakeholders to seek parental views on issues relating to the children education and the work of the school. This year the school has worked hard to engage with parents on aspects of the life of the school e.g. PEF spend plan and the setting of the sessions school improvement priorities.</li> <li>• Almost all staff are effectively involved in school improvement planning drawing on a wide range of evidence. Almost all staff are involved in self-evaluation activities throughout the year and draw on a range of evidence when identifying strengths and next steps. High levels of Covid related staff absence have hindered some of this self-evaluation work.</li> <li>• Insch School has robust quality assurance processes in place each year to ensure there is a focussed attention on monitoring and evaluating learning and teaching and pupil progress. This year peer observations were established to support consistency across the school. Higher than normal staff absences have impacted on the ability to release teachers to undertake this work. This work will continue as part of our quality assurance program.</li> <li>• There is a strong commitment to provide opportunities for children to take on leadership roles and lead learning across the school. All pupils who engage with these groups talk confidently and positively about enjoying the opportunity. Parents tell is this too through feedback surveys.</li> <li>• The Learning FBI pupil group was created this year to help identify areas of strength and development in learning and teaching across the school.</li> <li>• All staff are encouraged to take on leadership roles within Insch School. This leads to positive impact and improved quality of learning and teaching for pupils.</li> <li>• There have been opportunities for all staff to engage in moderation practices within our own school. Cluster moderation will be planned next session as this has been hampered due to Covid.</li> </ul>	

- In the past, Professional Review and Development (PRD) and Employee Annual Review (EAR) of all staff has been conducted annually taking into account personal development needs and school improvement priorities with agreed targets to improve outcomes. Since Covid, this focus has been prioritized to all Professional Update sign offs. This will be extended again to all staff next session.
- Huntly Cluster HTs engage in cluster capacity building activities to support leadership and improvement. Some work has been shared this session and there is a plan to share more.
- Insch School has become involved in a self-improving school partnership for the past 3 years with other schools in Aberdeenshire outside of the local cluster. We know how we are doing and what we need to improve when we are evaluating the work of the school. We triangulate evidence and data to give robust and accurate information.

### How do you know?

#### What evidence do you have of positive impact on learners?

- Visitors to the school comment positively on the pupil's pride in the school. In March 2022, a Danish teacher Erasmus group told us that our pupils take pride in the school. In January 2022, an Authority QIO quality assurance visit commented that pupils are polite and eager to engage in learning discussions. Almost all pupils talk confidently about their school, the feeling of belonging they have in the school. They talk passionately and affectionately about what goes on in the school.
- Child friendly values are embedded across the school. All children know that at Insch School pupils are taught to: Aim High, Show Respect, Be Safe and Value the Community. Weekly Praise awards and termly Head Teacher awards reinforce these core values.
- The schools' values are reinforced through the use of child friendly SHANARRI characters. Achieving Albert help our children understand how they can Aim High, Respecting Ruby shows children how to make safe choices, Team Included reminds pupils to Value the community. The characters are referred regularly at assemblies and in classes. Almost all pupils know these characters.
- In May 2022, stakeholder surveys were created and shared on PEF spend and next sessions school improvement priorities. Stakeholders were provided with a short explanation of how the school spends its PEF budget and the progress on school improvement priorities though the year. Stakeholders were then asked to give feedback and given opportunities to suggest improvements. With 12% participate rate, feedback tells us that parents have welcomed the opportunity to be kept informed. They support the way PEF is spent and have contributed some ideas of the own. Wider stakeholder groups including a pupil group also supported the work of the school. *"It looks like funding has been very well allocated on a mixture of high-quality resource to support Literacy, numeracy and health and wellbeing as well as additional PSA staffing."*
- The fairly low response rates tell us parental engagement is identified as an area of school improvement. We have noticed a degree of parental apathy to engage remotely with the school since Covid. We will continue to find ways to increase parental engagement next session on issues and in ways that parents find meaningful.
- Evaluations have included this year:
  - \* March 2022 - Positive parental feedback on pupils Learning for Sustainability videos.

\* Oct 2021 - Positive parental feedback on Sway Learning presentation: Learning and Wellbeing, The Boy, The Mole, The Fox and the Horse Project.

\* A Parent Pupil Learning Survey held in November 2021 was used to gauge parental views of pupil learning.

89% said the school helped their child be more confident,

96% said their child enjoys learning,

94% said their child's learning is progressing well.

97% of respondents said that overall they happy with the school.

- Staff in school and nursery participate in self evaluation of key QI themes using RAG documentation. Teachers show a deepening understanding of good practice through engagement with Education Scotland inspection reports coupled. Teacher led school improvement groups contributes to ever increasing valid and robust school evaluations.
- Teachers reviewed our previously agreed learning and teaching expectations at Inch School. This had been agreed in 2017/8 and was reviewed again in November 2021. This time our focus has been questioning skills, children as the report and differentiation. As a result, all staff continue to deepen knowledge and understanding of standard expectation at Inch School. This work continues.
- Library Leaders, JRSOs, House Captains and Sports Leaders and Learning FBI groups have all had positive impact on the running of the school this year. Improvements include: reorganisation of the library, several high-profile road safety initiatives across the school led by children for children including Be Bright, Se Safe campaign and Bike Safety Check. Our House Captains plan and implement Golden Games playtimes for their house members. Sports Leaders have successfully planned and implemented sports lessons for every class in the school. Pupils assisted Academy pupils in the running and operation of this years Sports Day.
- Our newly formed Learning FBIs were trained to evaluate quality of learning and teaching and visited some classes to look at learning and teaching. Further work is planned to refine the group focus and more planned visits will take place.
- Our P1 and P2 teaching team have undertaken play-based learning CPD and research. They have engaged across the Authority to evaluate their work. Pupil engagement levels are high. Through effective moderation we know that pupils are progressing in line with standard expectations.
- 3 teachers have participated fully on the Winning Foundations Growth Mindset Maths Project. Self-evaluations show positive impact on learners. This work will be extended to the rest of the school next session.
- Liam – Let's Introduce Anxiety Management (LIAM) support staff member trained and supporting individual pupils.
- Marvellous Mealtimes – EYLP is implementing positive change to mealtimes and create core provision of nurturing mealtimes for 1140 early childcare provision.

#### **What are you going to do now?**

#### **What are your improvement priorities in this area?**

Continue to embed excellent learning and teaching through Excellent learning and teaching at Inch School standard expectation. This work will be further reinforced by work of Authority and QA.

Parental Engagement Focus Group to meet in Term 1 to review Reporting to Parent expectation. This work follows work already developed in 2017.

Maintain commitment to quality assurance calendar activities that deliver impact on pupils: teacher peer observation visits, SLT observations, Pupil Learning Conversations.

Develop Learning FBI role to increase pupil voice what is working well in learning and teaching and what can improved.

Continue to build capacity and develop school improvements by planning opportunities for staff leadership of learning: Times Table Rockstars, Learning FBIs, Play based learning, Liam, Marvellous Mealtimes.

Parental feedback throughout the year tells us that parents miss coming into school. They tell that they would like to understand how to support their pupils in maths and other areas. Class open afternoons planned to share learning and strategies with families and a follow up Brew and a Blether parent session planned: emotional regulation, relaxation, stuck strategies and maths strategies.

Feedback also tells us that parents would benefit from understanding and using the strategies we use in school to support resilience and a growth mindset. Parents tells us they would like to see all classes making more use of the outdoor environment to support pupil learning. All these improvements are planning into our next school improvement plan.

Early Years Senior Practitioner to benefit from intensive training at Edinburgh University this summer: Fred Froebell Childhood practice block play.

## 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:  
(HGIOS?4/HGIOELC? 1-6 scale)**

**How well are you doing?**

**Grade 4**

**What's working well for your learners?**

- Positive relationships in place between staff and learners. An ethos of mutual respect exists which is conducive to learning and teaching. Teaching in all classes is underpinned by the shared vision and values.
- The school's vision, values and aims are well known to by our pupils and are incorporated across the learning experiences in school. Most learners have a sound understanding of their rights and respect for the rights of others.
- Learners' wellbeing is a consistently high priority across all classes. This has been a key theme pre and post covid and remains a key focus across the school.
- Almost all young people are motivated and engage effectively with their learning. A few require additional support to engage consistently with their learning. We know who these pupils are and interventions are planned to support them.
- Learners are supported by a variety of high-quality, innovative and creative resources, including digital technologies.
- Teachers plan creative and educational learning for sustainability experiences and we focus on this as a whole school through whole school projects.
- Some classes are engaged with high quality outdoor learning experiences that enhance pupils learning. This is not consistent. We are excited to further develop this as a school priority next session.
- Learning activities meet the developmental needs of all young people. All pupils are supported by effective approaches to differentiation and challenge.
- There are many opportunities for older pupils to plan and lead learning. This is evident in the wide range of pupil leadership opportunities; House Captains, Sports Leaders, Library Leaders, JRSOs, Learning FBIs. Our pupils enjoy these

opportunities. They talk confidently and proudly of the work they do across these school.

- Almost all pupils understand the purpose of their learning. Almost all learners have an increasingly accurate understanding of their own and others' learning and are encouraged to talk about strengths and identify next steps.
- Teachers and support staff know learners very well. Teachers plan very effectively to meet the needs of learners, making use of resources to provide support and challenge.
- All teachers provide effectively organised and well managed learning experiences. All teachers clearly identify the purpose of learning to pupils with LI and SC effectively shared across all classes. In some classes, pupils are involved in setting success criteria. As a result, almost all pupils know what they are learning and they know what they need to do to be success in their learning.
- Almost all teachers have an increased focus on posing skilled questioning to promote curiosity, independence and confidence in our learners.

#### How do you know?

#### What evidence do you have of positive impact on learners?

- All staff engaged very positively with professional reading, Paul Dix When the Adults Change Everything Changes in 2018-29. Strong relationships are evident and valued by staff and pupils. These relationships support learning and teaching across our school.
- A progressive H&WB curriculum across the school underpins the teaching of H&WB. Our consistent approach to emotional regulation, daily check in and relaxation and daily KM run support all our pupils. Pupils tell us these approaches help their emotional and mental wellbeing.
- Regular Learning Conversations with individual pupils, class observations conducted by pupils (Learning FBIs), visitors and SLT show that almost all pupils are working hard and are enthusiastic committed learners.
- Well planned meaningful outdoor learning is embedded in in Early Years (nursery and P1 classes). This supports pupil learning very well.
- Learning for Sustainability whole school learning project delivered Term 3 2022 where pupils learned about the world's global environment and their place in it. Learning was transferred home when classes shared learning videos with their family. Positive parental feedback was received. *"I think the project you have been doing has been so informative and is not only educating our children and allowing them to think about the environment at an early stage, but it is also educating us adults further because it's a lot harder to ignore your kids than a news item."*
- Our nursery team were recognised in March 2020 in delivering sector leading outdoor learning when we were awarded the Early Years Outdoor Learning Award by our Education Director and local Counsellor.
- Authority quality assurance visit in Jan 2022 praised P1 teaching team for their professional learning, planning and delivery of play-based learning. During the

quality assurance focus they particularly recognised the professional support and commitment of the team and the support from the SLT in making this happen and working through barriers.

- A clear progressive digital technology curriculum supports the delivery and development of pupils technology skills across the school. Young digital leaders help support the teaching of this across the school and looking after our technology resources.
- Outdoor learning CLPL training was delivered in March 2022. This was secured by 2 staff members who won a grant for Learning Landscapes.
- All teachers plan work to meet pupil developmental stages. They are confident in supporting all pupils by using strategies and resources to support individual learners. Our Pupil Support Learning packs are highly effective in supporting pupils. There is consistency across the school in teaching pupils to be independent in using the tools for learning that they need. This work is supported by our ASL team.
- Our House Captains, Sports Leaders, Library Leaders, JRSOs, Learning FBIs all talked with confidence and pride in the school and the work they are engaged with across these school when meeting and greeting our Authority QIO team in January 2022 and our Danish teacher visitors in March 2022.
- LIs and SCs are shared with all pupils across the school. This is embedded across the school. Pupils regularly peer and self-assess work. We create opportunities to talk about pupil learning regularly across the school e.g., Praise Awards, Assemblies, learning conversations.
- We know that our pupils can talk confidently about their learning; what they are doing well in and what they need to improve. Our quality assurance program and visitors to the school tell is this is so.
- Growth mindset is a continued school focus. 2 classes participated in the Winning Minds Foundation Maths project in session 2021-22. Data collection shows that pupils have made progress in shifting their mindset in maths and this is impacting positively on their maths attainment.
- Teachers and support staff who were members of this year's Differentiation School Improvement Group created a standard expectation of the provision of differentiation and challenge at Insch School. PSAs wanted to create learning packs to enable ensure easy access to support materials wherever they are across the school. These are used with effect to support pupils in their learning. Staff report they find these helpful and they like them.
- Teachers and support staff who were members of this year's Children are the Report School Improvement Group created a standard expectation of what actions teachers and PSAs are to take when setting learning tasks and providing feedback. All staff know that pupils re expected to be able to talk confidently about their learning. All staff understand the important role they play in ensuring pupils can talk about their learning. Feedback from our Danish teacher visitors in March 2022 stated that pupils are able to tell adults the purpose of the learning and what they need to do to improve. VSE focus work centred on triangulating data in Jan 2022.
- 2 teachers trained as Growth Mindset Champion and 1 DHT trained as Growth Mindset Leader. 3 staff members trained in Growth Mindset: Boaler and Dweck research Term 2 2021. Growth Mindset project planned and delivered in 2 classes. The aim of the project was to improve maths anxiety by teaching pupils its OK to make mistakes in learning, having natural ability and speed in maths are helpful.

Pupils were supported in their thinking: "I find maths hard but I have the tools to help me get better." Results showed that children are happier knowing its OK to make mistakes. Struggling can be good because it makes your brain work.

### **What are you going to do now?**

### **What are your improvement priorities in this area?**

Further work is required to embed UNCRC further in developing pupils understanding of their rights and respect for the rights of others. This will be developed through making meaningful links in pupil learning experiences and through assembly links.

A whole school improvement priority on Outdoor learning is planned for next session. There is some very good practice in their Early levels of the school. This is to be extended to 1<sup>st</sup> and 2<sup>nd</sup> levels. Quality training will support the delivery of outdoor learning in school grounds as part of INSET training in session 2022-23.

Develop quality outdoor playground experiences using tarps and simple resources to encourage creativity and quality play opportunities at playtimes (concrete playground).

Further embed Growth Mindset Winning Foundation project approach across school to all classes. This will further review and highlight growth mindset work already started across the school. Parental engagement projects planned to transfer this approach to family learning setting.

Teachers and support staff who were members of this year's 'Questioning' School Improvement Group created resources for teachers and support staff to have at hand and to utilise with learners. This work will continue across the school.

Spelling: Too many pupils in end 1<sup>st</sup> and 2<sup>nd</sup> levels spell inaccurately. We know this from their jotters quality assurance. There is a planned school improvement priority to look at the teaching of spelling across the school next session. Focus will be on teaching of the spelling patters and not relying too heavily on the spelling activity task.

Homework: Parent consultation Review led by Parent Council. Focus on practice of core skills/ format/ and timing.

### Parental Engagement/ Family Learning Planned initiatives include:

- Parent workshop to be held on emotional regulation.
- Class open afternoons termly to cover topics such as: Emotional Regulation and relaxation, Stuck strategies: Try, Take and Talk. Maths strategy supports for parents.
- Follow up Brew and Blether sessions to help support parents in extending this work at home.
- Sharing pupil progress: A week in a jotter every term.
- Xmas Craft Fair planned for December 2022 and a school show the next year.
- Homework Review by Parent Council.

## 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:**

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

**How well are you doing?**

**Grade 5**

**What's working well for your learners?**

- Insch Nursery was inspected by the Care Inspectorate in October 2018. The inspection looked at quality of care and support and quality of staffing. The service was rated excellent (6) for quality of care and support and very good (5) for staffing.
- Additional PEF funded Pupil Support Assistant hours and LAC Attainment Funding is used to target identified pupils. We have used our school data (SIMD, FSM, SNSA and TMR) to effectively identify target pupils and families with additional support needs ranging from emotional and social development, mental health, self-esteem and literacy and numeracy support needs.
- Most of our pupils understand what diversity is and can explain why some pupils require additional supports more than others. Diversity assemblies are held each year to support this message (Dyslexia, Autism and ADHD).
- Our whole school approach to daily emotional regulation check ins and daily relaxation has impacted positively on almost all pupils.
- A new ASN Tracker system ensures individual 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.
- During lockdown, teachers and SLT maintained contact with our vulnerable families, to support and check in with families. Arrangements were made for our most vulnerable families to access the Hub. The school coordinated support for several families the food bank donations and grants for clothing. This was gratefully received by our families.
- As a result of our approach to wellbeing we are improving outcomes for almost all children and their families.
- We have continued our approach to staggered start and end times since Covid. This means that there are less people in the playtime then before and play times are happier and more enjoyable for almost all pupils.
- Our sensory diets support those pupils with sensory difficulties well. The Sensory Room has been reviewed and upgraded as we return to school post lockdown. This change has been led by our ASL team and funds secured from Friends of

Insch Hospital for additional funding of resources. Pupils with an identified need are scheduled into the weekly timetable.

- Many of our ASN pupils with significant needs are supported well with widget visual talking mats to help them cope when things go wrong. This has a positive impact on a number of pupils and teaches them about feelings and consequences of their behaviour. We use widgets visual and social stories regularly to support ASN pupils in coping with their day.
- We monitor the impact of additional supports put in place for pupils. Our parents and pupils tell us at school review and MAAPM that they like these activities and that they help their child. Pupil voice is always incorporated into Child Planning meetings.
- The result of the pupil H&WB Survey in Aug 2020 told us that almost all pupils feel included, nurtured and cared for.
- Most of our pupils behave very well in school and throughout the community. For the most part, relationships across the school community are very positive and supportive. Pupils tell us that they know what to do if they have a problem and feel safe, nurtured, respected and happy at school.

### How do you know?

#### What evidence do you have of positive impact on learners?

- The Nursery care inspectorate report of Oct. 2019 reported:

*The key worker system enabled staff to build secure and trusting relationships with both children and parents. This ensured high quality information was shared that enabled staff to meet children's changing needs. There was an extensive range of opportunities for parents to be actively involved in their child's learning. Staff understood the significantly positive impact parental involvement had in supporting children to achieve their potential. As a result, children were progressing and developing very well.*

*We found individualised additional support was provided that was having a significantly positive impact. As a result, children and their families were extremely well supported, and children were flourishing in the service.*

*The extensive range of interesting and motivating learning opportunities, both indoors and outdoors, effectively supported children to progress and achieve their potential. The ongoing intergenerational project with a local care home had resulted in extremely positive outcomes for both children and the care home residents. Children had grown in confidence and were demonstrating more empathy, respect and compassion towards others.*

*Children were confident in their own abilities and helped each other whilst playing. They negotiated with their peers, took turns and played with each other respectfully. On the rare occasion where staff needed to intervene, they did this skilfully, supporting children to find their own solutions.*

*Staff were knowledgeable and competent and extremely motivated. They were continually reflecting on their practice and looking at ways they make further improvements. Staff made very good use of training, best practice documents and research to develop their understanding. We found this impacted very positively on their practice and resulted in improved outcomes for children.*

*Staff had taken on leadership roles to further developing a number of key areas. This had improved staff knowledge and confidence as well as improving the quality of experience for children.*

Work continues to maintain this high standard.

- All pupils learned about the importance of emotional and mental wellbeing in Term 1 Session 2021-22. All pupils engaged creatively with The Boy, The Mole, the Fox and the Horse. Work was shared with parents on Sway with positive feedback.
- Our PEF funding provides additional PSA hours. We use this to deliver small group / individual interventions for those who need it most. Pupils are identified based on TMR tracking data. Intervention groups include: Walk and Talks, Toe by Toe, Plus 1, Fine Motor Skills Social Skills, Memory Skills, Nessy spelling and confidence and self-esteem groups.
- Interventions continue to impact positively on individual pupils. We know this because we ask our pupils regularly if the interventions groups they attend help them. Feedback includes: P6 child – *“It helps with my spelling and sounds. I have learned how to chunk up my words to help me sound them out.”*  
P7 child – *“Toe by toe has helped improve my writing in class as it has helped me with my sounds for spelling.”*  
P7 child – *“Doing the time section has really helped me to understand it better. I can also identify the 24-hour times from 1300 onwards and understand how it works now.”*  
P7 child *“Sometimes I have too much in my head and I need to get it out. I know I can do this when I have walk and talks and that helps me cope with it.”*
- In May 2022, we held a PEF Stakeholder Survey. Stakeholders were provided a clear explanation of what PEF is and how the school allocates the budget annually. The impact of the work was explained to stakeholders and their views sought. All stakeholders supported the allocation of PEF and wanted interventions groups to continue. Stakeholders included: our Learning FBI pupil group, staff, parents and school Educational Psychologist.
- As a result of our diversity assemblies, most of our pupils have a good understanding that we are all different. Almost all pupils respect one another for their differences.
- Relationships among almost all pupils and between adults and almost all pupils is very respectful and supportive. In our H&WB Survey of Aug 2020, most pupils told us they find our daily relaxation and mindfulness session helpful. They tell us this helps them relax after break times and help them to get ready for the afternoon of learning ahead. A minority of our older P7 pupils told us they were not finding daily relaxation as helpful as it used to be. Changes were made to give greater flexibility with this approach for these older pupils. Daily check ins are working well and contributing to establishing very positive relationships between pupils and staff. Emotional regulation language used across the school supports pupil emotional regulation needs well. The 5 Point scale is also used across the school effectively.
- Our Parent Council reported that the schools work to improve wellbeing, equality and inclusion was particularly evident during lockdown. Mentimeter Survey Sept 2020.
- A variety of approaches are implemented to ensure wellbeing for pupils and families. These include Seasons for Growth. Our ASL team leads this training which is supporting pupils cope with change. This work supports pupils affected by change in their lives e.g.: a sibling / parent bereavement.
- Following the sudden and traumatic death of a pupil in Jan 2020, school continue to work closely and responsively with the Grampian Bereavement Service to support our families and individual pupils in dealing with the trauma experienced. The Head Teacher was invited to speak about the school’s experience of dealing

with childhood trauma at Grampian Bereavement Facing Conference at Thainstone House in November 2021.

- The school community responded quickly to the Covid-19 pandemic and transitioned well to the new norm of home learning. High levels of communication between all stakeholders ensured that we continued to deliver high quality education experiences in lockdown.
- Application for 28 vulnerable children received iPads in phase 1 of Connecting Scotland Fund, 9 children received iPads in phase 2 with 2 families receiving dongles to help with connectivity. This meant during second phase of lockdown these children had the technology to help support their learning. Application and receipt for 60 Vodafone sim cards with 90 days free data to help support families with remote learning. These went to the 49 families above.

**What are you going to do now?**

**What are your improvement priorities in this area?**

We want to extend the work of pupils in school to the home so that pupils are supported at home and at school. Family learning sessions to planned: 2<sup>nd</sup> Emotional regulation and relationship building workshop to be delivered with EPS supporting.

Develop nurture projects in EY nursery through creation of a parent nurture space.

### **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:**

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

**How well are you doing?**

**What's working well for your learners?**

**Grade 4**

- We know our Inch School journey well and are fully committed to the continued journey ahead.
- Robust approaches to tracking and monitoring are in place 3 times a year to track and monitor pupil progress. Data is subject to thorough analysis of data and links to ASN data on individual pupils. Pupil needs are very well identified across the school. We know who our pupils are how they are progressing. Well-planned interventions are in place to remove any barriers to learning and maximise pupil attainment.
- Inclusive practices are in place in support all our higher level ASN needs pupils. Dyslexia friendly and ASD friendly strategies are central to our inclusive practice approaches. In the last 2 years, 4 teachers have completed the Inclusive Practice

Certificate at Aberdeen University. This supports the delivering of meeting pupil ASN and teachers share advice and consult with other across the school. Plans were in place to extend this knowledge across the Cluster. These have been put on hold for now.

- In 2017, the nursery staff embarked on an Authority Family Nurture initiative visiting Fife Council to find out how Nurture approaches could be transferred to Inch School Nursery setting. The nurture approach is now well embedded in nursery and across school and has led to many parent partnership projects resulting in increased attainment for pupils.
- Almost all classes are set up with high standards of Literacy and ASD friendly approaches. As staffing changes, this can impact slightly.
- In 2019 the school embarked on a whole school approach to Emotional Regulation working with Educational Psychologist Services. This work was led by SLT through our reading of Paul Dix and later Nicky Murray.
- By focusing on diversity across the school, pupils learn that some pupils need different learning tools to them achieve their potential.
- Most pupils are attaining expected levels in literacy, numeracy and health and wellbeing. Some children exceed expected levels.
- Almost all pupils are supported very well in their health and wellbeing. This has been a major focus of the school over the years. As a result, many of our pupils who were not achieving due to wellbeing issues are now ready to learn are making good progress.
- Our TMR and attainment conversations with SLT support teachers in identifying those pupils who require support, those who are coasting and those who require challenge. They tell us they find these sessions useful and we have seen an improvement in our school attainment as a result in literacy and numeracy over the years.
- Almost all staff have a good understanding of expected standards in literacy and numeracy supported by the local frameworks and national benchmarks. Our probationer teachers and NQTs are well supported in school by colleagues.
- Almost all pupils are successful, confident and responsible. They contribute effectively to the life and work of the school. Their opinions are sought and acted upon allowing them ownership of initiatives and their school community.
- Achievements are recognised and shared across the school. Those pupils who are at risk of missing out are identified and experiences planned for them e.g. our flexible curriculum opportunities: cooking, gardening, forest schools, fitness sessions, guitar tuition. This work is funded through our PEF budget.
- Pupils are given opportunities for developing their knowledge and skills through a variety of ongoing extra-curricular activities: P6 ski trips, P7 activity weeks, Glee Singing Competition, netball, Bikeability. We hope to offer most of these again going forward.
- Attendance levels are closely monitored, and steps are taken to support families and individual pupils to improve attendance when it falls below 90%. A few pupils attendance falls below 90%. Supports are put in place and targets set through the MAPM process to improve this.
- After many years of staff development, a culture shift across the school towards inclusion, relationship building, consistent approaches to ASD strategies and flexible approaches to curriculum delivery for those who need more - we can now say that almost all pupils are fully included in their class and making good

progress. As pupils leave and join the school, we adapt to our pupil needs and put in place approaches that work for the individual.

### How do you know?

#### What evidence do you have of positive impact on learners?

- Teachers work together to moderate TMR data in Nov. March and June. Follow up attainment conversations are held with stage partners and SLT and support and challenge interventions planned accordingly. We identify: individual pupils where support is required, pupils who are coasting in their learning, pupils who require further challenge in learning. Attainment conversations highlight curricular areas/ supports that are working well. Teachers share good practice across. Areas for improvement are linked to data and goals set for improvement.
- New ASN trackers in all classes provide a coherent, up to record for all pupil with barriers to learning. The ASN trackers shows a clear overview of planned supports and impact. Appropriate next steps are then identified. This provides a progression of progress for individual pupils across the school journey from P1 to P7.
- Data is analyzed carefully (SNSA, FSM, TMR) to see what it tells us about our school community. In the beginning of our journey (2015), attainment data told us that although the majority of pupils were well behaved and respectful, there was an underlying issue of a few stakeholders with lacked trust and respect. A few pupils' needs were not being fully met and were impacting negatively on the rest of the school. We set about a program of rapid change and improvement. We have been successful in raising attainment and achievement in all our pupils and have created a committed Team at Insch School with full inclusion.
- Pupils now have access to tools for learning and use them confidently. The ASL team regularly review what is working, what is not working and what is needed to move things forward to progress indivial pupil learning.
- The Sensory room is well used with targeted purpose. Pupils tell us they like using the space to support their sensory needs.
- Our ASL team have identified those pupils with significant gaps and are working regularly with them in smaller groups. We are seeing positive impact on this approach.
- Pupil Equity Funding has been used over the past years to support the emotional needs of some pupils through creative projects such as the intergenerational Drumdarroch Care Home project. Additional PSA funding through PEF funding has enabled intervention groups that support literacy, numeracy and health and wellbeing.
- Nurture parental projects include: Parent Emotional Regulation Workshop, Nursery Book Bug sessions, Pop Up clothes and food shops, Stay and Play sessions and regular and consistent close home school partnership to reduce parental anxiety, develop parental behavior support systems (1 2 3 Magic) and the use of visuals to support ASD pupils at home.
- We have created an Insch School Guide to Emotional Regulation. This is our Insch School approach to how we teach pupils to regulate their emotions. We recognize some pupils need TIME, strategies, support and expertise adult intervention to help them through the difficult times. This continues to be a main school focus.
- Verbal feedback from phone calls made in March 2021 told us that parents were happy with the progress made in pupils learning despite lockdown. They told us

that learning was maintained during lockdown due to daily Live sessions and small/ individual group work that continuity over lockdown. A few parents did have some concerns about pupil's anxiety and the impact of socially of lockdown. Since return to school these pupils have been supported in school and progress made.

- Pupils are recognized for their achievements in a variety of ways: through volunteering for our MAD Award Scheme, Reception TV, Head Teacher Awards, House Points and Praise Awards. Class recognition boards operate in classes to recognize achievements in class.
- SNSA results: Over the years we have adapted our approach to more formal assessment experiences. We now set aside time to prepare pupils for this important assessment experience. All pupils give their very best in their SNSAs assessments. This year as a result our P7 pupils worked hard, they applied themselves to the assessment and results were very good. Individual pupil results were shared with pupils. They were pleased to hear how they had performed. This has had a positive impact on developing awareness of themselves as individual learners as they transition into Academy.

Attainment is measured in June annually through submission to the Authority of Achievement of Curriculum for Excellent Levels (ACEL).

### **Whole School Attainment over time**

<b>ACEL data</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
Reading	86%	83%	No data Covid-19	81%	81%
Writing	87%	81%		73%	76%
Numeracy	82%	86%		84%	85%
T/L	93%	91%		94%	88%
H&WB				100%	92%

### **What are you going to do now?**

#### **What are your improvement priorities in this area?**

- Focus teaching of spelling and reading across school.
- Roll our Growth Mindset Winning Foundation from research team to across school.
- Support family learning of how they can support pupils at home with emotional regulation and resilience through parent session in school. Extension of strategies used in school to home.
- Continue to ensure a consistent approach to use of Stick Strategies across the school: Try, Take and Talk. Extend use at home to support pupils in their resilience at home and school.
- Review and refresh staff expectation for supporting pupils H&WB consistently across the school: emotional regulation, relaxation and check in approaches to be used consistently by all staff.
- Continue to measure impact of PEF targeted intervention groups by engaging with stakeholders.

PEF 2022-2023 £29,400

2021-22 £30,630

<b>Identified gap</b> Linked to barriers identified through analysis of data	Through careful analysis of 3 times a year TMR data in Literacy, Numeracy and H&WB we know who the pupils are who will benefit from additional intervention groups. We identify who these pupils are and plan intervention groups to support their needs accordingly. ASL DHT and ASL team review groups termly and changes made based on TMR to ensure max. impact for all.				
<b>Expenditure £29,400</b>	<ul style="list-style-type: none"> <li>£1,000 Purchase of ASN intervention resources: 5 minute box (phonics 1<sup>st</sup> level) Nessy (phonics programme) Dyslexia resources and GL assessment screeners Widgits Times Table Rockstars Seasons for Growth Workbooks</li> <li>£28,400 allows the funding of 38 hrs PSA hours.</li> </ul>				
<b>Expected outcomes</b> What change do you want to see for learners? How much change? Who are the target group? By when	<b>Literacy Resources</b> Pupils supported with literacy difficulties and becoming increasingly independent in using literacy strategies to support literacy learning	<b>Intervention Groups led by PSAs.</b>			
		<b>Phonics Group 5 Minute Box</b> Increased accuracy in sounding and spelling	<b>Walk &amp; Talks</b> Greater resilience in coping with situations that would otherwise have cause SEBD.	<b>Social Skills</b> Identified pupils work in small groups and in the community ie: Drumdarroch, to listen, share and communicate with greater reciprocity.	<b>Anxiety Group</b> Using LIAM trained PSA pupils who are experiences anxiety but who are not being seen by CAHMS are well supported in dealing with cognitive behaviour approach.
	<b>Times Table Rock Star</b> Times table recall increases	<b>Toe by Toe/ Nessy</b> Phonics and spelling support	<b>Plus 1 Power 2</b> Repeated number programme Faster number recall	<b>Fine MS</b> Small activities to use the muscles in hands in different ways. Development pencil grip/ pencil control - more legible handwriting.	<b>Memory Skills</b> Children learn 7 'tricks' to develop working memory. activities are fun and engaging working independently and as a group.
<b>Impact Measurements</b> How will you know the change is an improvement?	<p style="text-align: center;"><b>How do we assess impact?</b></p> We know the intervention groups do have impact on learners. We ask the pupils after they have attended a session. <p style="text-align: center;"><b>Impact statements</b></p> Power 2 P5 child – “I like it because I enjoy maths. I have moved on to textbooks in class now because Power 2 has helped me so much. There is lots of repeating so I get to learn it over and over again.”  P6 child Toe by Toe – “It helps with my spelling and sounds. I have learned how to chunk up my words to help me sound them out.”				

PSA – “I can see a huge improvement in the confidence and speed of the children when they are completing the tasks. Particularly can see the confidence spilling over into classwork.”

P4 child “Fine motor skills has helped me use my skill fingers. My index, middle and thumb. My handwriting is getting better.”

P5 child “I can read the questions by myself now because Nessy has helped me learn to sound out the words.”

Walk and Talks P7 child “Sometimes I have too much in my head and I need to get it out. I know I can do this when I have walk and talks and that helps me cope with it.”

Memory Skills: P3 child “I like memory skills because we get to play card games that helps me remember things.”

***PEF Stakeholder Engagement: Presentation and Survey May 2022***

When we reviewed our PEF budget spend for the coming new year 2022-23, we held a PEF Stakeholder Survey (May 2022). Stakeholders were provided a clear explanation of what PEF is and how the school allocates the budget annually. The impact of the work was explained to stakeholders and their views sought.

All stakeholders supported the allocation of PEF and wanted interventions groups to continue. Stakeholders included: our Learning FBI pupil group, staff, parents and school Educational Psychologist.

Interventions continue to impact positively on individual pupils. We know this because we ask our pupils regularly if the interventions groups they attend help them. Feedback includes:

*P6 child – “It helps with my spelling and sounds. I have learned how to chunk up my words to help me sound them out.”*

*P7 child – “Toe by toe has helped improve my writing in class as it has helped me with my sounds for spelling.”*

*P7 child – “Doing the time section has really helped me to understand it better. I can also identify the 24-hour times from 1300 onwards and understand how it works now.”*

*P7 child “Sometimes I have too much in my head and I need to get it out. I know I can do this when I have walk and talks and that helps me cope with it.”*

## 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.

It was announced by the Authority in June 2019 that a new build nursery was to be planned to open in August 2020 to accommodate increased 1140hrs nursery hours. Due to a fall in school roll, it is planned that a refurbishment program would go ahead on the existing site of the nursery instead of a purpose-built new build. Plans for this improvement have yet to be finalized. 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.

Full implementation of 1140hrs commenced from August 2021 as per SG requirements. The nursery team will continue to provide sector leading nursery provision as identified in our latest Care Commission Report of October 2018.

Staffing continues to be a challenge in rural Aberdeenshire school in the Huntly area. This has had significant impact with higher than usual staff absences due to Covid. This has curtailed some of our quality assurance activities as both Deputes have been class committed for a large part of the year. With the authority recruitment of additional supply teachers, we would expect this situation to improve next session.

Our ability to plan targeted support for pupils is dependent on ASL and PSA staff allocations. Although we are able to increase our PSA hours through our PEF budget, we will be operating on a reduced numbers of PSA hours overall next session. We will look to re-engaging with parent helpers where appropriate to provide challenge and support groups for small groups of 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 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.

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

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.



### **3-year School Improvement Plan**

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

This allows for development of an area and deeper impact for learners. These are planned under the following areas:

1. Leadership and management
2. Learning Provision
3. Successes and Achievements

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

Year 1 2021-22	Year 2 2022-23	Year 3 2023-24
<b>1.1 Self Evaluation for self-improvement</b>	<b>1.2 Leadership of learning</b>	<b>1.3 Leadership of Change</b>
<ul style="list-style-type: none"> <li>• New Pupil Group – Self Evaluation of learning by pupils 'Learning FBIs' (Miss More)</li> <li>• PEF Budget Stakeholder Views Survey – May 2021</li> <li>• School Improvement Stakeholder Views Survey – May 2021</li> </ul> <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"> <li>• VSE Authority Model working with trio schools</li> <li>• Further develop Pupil Group Learning FBIs – Pupil Self Evaluation Group</li> <li>• Repeat PEF Budget Stakeholder Views Survey – May 2021</li> <li>• Repeat School Improvement Stakeholder Views Survey – May 2022</li> </ul> <p><i>Impact: Stakeholders identify and make improvements to learning and teaching across the school.</i></p>	<ul style="list-style-type: none"> <li>• Extend Learning FBIs Pupil Group to include collaborative visits to another school.</li> <li>• Self-Evaluation of Growth Mindset in pupils across whole school.</li> <li>• Continue Stakeholder Views Survey</li> </ul> <p><i>Impact: Pupils engage with other pupils from other schools to identify and share good practice across the schools.</i></p>

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

Year 1 2021-22	Year 2 2022-23	Year 3 2023-24
<b>2.3 Learning, teaching, and assessment</b>		
<ul style="list-style-type: none"> <li>What makes excellent Learning and Teaching at Insch School? Teachers renew shared understanding of high quality: differentiation, questioning, children reporting on their own progress.</li> <li>Teacher Peer Visits - Quality Assurance</li> <li>Maths Growth Mindset Project - Winning Foundations trial in P4C and P5R.</li> </ul> <p><i>Impact: Continued focus on consistency of expectations for high quality learning and teaching in all classes. Greater resilience in many learners in their learning and wellbeing.</i></p>	<ul style="list-style-type: none"> <li>Work with staff to embed excellent teaching expectations across school.</li> <li>Expectations quality assured through peer and Senior Leadership support.</li> <li>Roll out of Maths Growth Mindset Project to whole school.</li> <li>Establish review of approaches in Spelling and Reading in 1<sup>st</sup> and 2<sup>nd</sup> levels.</li> <li>Outdoor Learning Development starts: Curricular, Forest Schools, Playtimes.</li> </ul>	<ul style="list-style-type: none"> <li>Embed consistency of excellent learning and teaching delivery across all classes. Rigorous QA.</li> <li>Develop consistent agreed approach to assessment.</li> <li>Embed Growth Mindset across all curricular areas. QA.</li> <li>Continue to embed Spelling and Reading in E, 1<sup>st</sup> and 2<sup>nd</sup> levels.</li> <li>Embed outdoor learning approaches across all classes.</li> </ul>
<b>2.5 Family Learning / Parental Engagement</b>		
	Start sharing of strategies to support learning at home to include: Stuck Strategies, Emotional Regulation, Growth Mindset.	Families invited to engage with outdoor learning approaches with families.  Embed sharing of strategies to support learning at home to include: Stuck Strategies, Emotional Regulation, Growth Mindset.

## Quality Indicator 3.2 Raising Attainment Wellbeing      QI 3.1 Improving Wellbeing

Year 1 2021-22	Year 2 2022-23	Year 3 2023-24
<b>3.2 Raising attainment and achievement</b>		
Focused Attainment Conversations following TMR		
<i>Impact – We know how all pupils are progressing and plan interventions to support those who need extra</i>		
<b>3.1 Improving Wellbeing</b>		
<ul style="list-style-type: none"> <li>Whole School Health &amp; wellbeing Project Term 1. The Boy, The Mole, The Fox &amp; The Horse.</li> <li>Every class knows their Stuck Strategies. Every child can use them to help themselves when they are stuck.</li> <li>JRSOs Mrs Glennie. Pupil Junior Road Safety Officers.</li> </ul> <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>	<b>2.5 Family Learning</b>	<p>Maintenance of learning and wellbeing initiatives in school at extended at home.</p> <p>Families invited to engage with outdoor learning approaches with families.</p>
	Extend emotional regulation to parents. This is how we deal with our emotions at school. We can use it at home too.  Extend use of Stuck Strategies home to support learning at home.	

**Action plan 1****Curriculum Experiences / Leadership of Change**

<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> 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 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress 3.3 Developing creativity and skills for life</p>	<p><b>Aberdeenshire Priorities:</b></p> <p>1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.</p>
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<p><b>Priority 1:</b></p> <p><b>To develop curricular experiences that deliver impact on pupil learning across the school through pupil and staff leadership groups.</b></p>	<p>Data/evidence informing priority: .....</p> <p>See below</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
<ul style="list-style-type: none"> <li>PRD and PU for all teachers.</li> <li>Establish key areas for leadership of improvements based on discussion of Prof Standards SW Wheel. CTs to work in pairs to lead whole school developments.</li> </ul> <p>Key school pupil focus groups areas/ evidence: = JRSOs: Pupil Events = Learning FBIs: Pupil SE work = Digital Leaders: Pupils leading/supporting IT = Eco: Green Flag reaccreditation = RRS: Awards = Health: Reintroduce Healthy Snack Initiative</p>	<p>Allison CTs PSAs Jenny Nursery EYSP Mhairi</p> <p>Class teachers</p>	<p>Term 4 and Term 1</p> <p>WTA Teachers Lead pupil 10 x 30mins = 5hrs.</p>	<p>All staff have carried out and identified areas to lead and develop across the school. JRSOs: Pupil Events Learning FBIs: Pupil SE work Digital Leaders: Pupils leading/supporting IT</p>	

<p><b>The Curriculum: Spelling Reading</b> Review and agreed teaching of spelling approach across school linked from early level phonics. Review and agree teaching of reading approaches across school.</p> <p><b>Consistency of quality of learning, teaching and assessment.</b> Further develop and embed high quality learning and teaching expectations across school.</p>	<p>Class teachers</p> <p>SLT supporting CTs</p>	<p>Stage planning meetings</p>	<p>Eco: Green Flag reaccrreditation RRS: Awards Health: Reintroduce Healthy Snack Initiative</p> <p>Almost all pupils increase spelling accuracy, spelling test results, ACEL Writing data.</p> <p>Use established LTA expectations as part of QA All classes are consistent in achieving expectations.</p>	
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### Action plan 2

### Parental Engagement / Family Learning

<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><b>Parental engagement</b></p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS and 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>
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**Priority 2:**

**To work with families and share learning strategies taught at school. To extend these to pupils and families at home. We aim for our families to engage in pupil learning and**

Data/evidence informing priority: .....

to be skilled to be able support pupils at home using strategies taught at school.				
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p><b>Sharing Learning Events</b>  <b>Parent/ Teacher Homework Focus Group</b> – review policy and set out purpose of homework and expectations taking account of post covid club and after school commitments.  <b>Emotional Regulation Workshop 2</b> (Workshop 1 Jan 2020).  <b>Termly Class Open Afternoons</b>            Emotional Regulation and relaxation, Stuck strategies: Try, Take and Talk. Maths strategy supports for parents.  <b>Follow up Brew and Blether sessions</b> to help support parents in extending this work at home.  <b>A week in a jotter every term.</b> Sharing pupil progress.  <b>Xmas Craft Fair</b> planned for December 2022 and a school show the next year.</p>	HT, Parents, CTs. Group.  EPS Dr Brown SLT	Term 1  Term 2  Term 1 2 3 4  Term 1 2 3 4	Regular evaluations with parents when they come into school to find out if the Sharing Learning events are helping families support pupils at home.  Online Parent SE E Forms Pupil Lead questions Asking parents when they visit school termly.  Informal Chats at support sessions Do families feel equipped with the skills to support pupil emotional regulation at home.  Parents tell us in the jotters that they see how to teach areas of the curriculum at home.	

### Action plan 3

### Outdoor Learning

<a href="#">National Improvement Framework Priorities</a>	<a href="#">HGIOS</a> and <a href="#">ELCC</a> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support	<b>Aberdeenshire Priorities:</b> 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.
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<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>2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress 3.3 Developing creativity and skills for life</p>	
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<p><b>Priority 1: To improve the provision of outdoor learning experiences across the school.</b></p> <ul style="list-style-type: none"> <li>To plan meaningful and creative <b>curricular outdoor learning experiences</b>. These will enhance learning and teaching and support pupil wellbeing.</li> <li>To teach pupils to assess risk in play through <b>Forest Schools provision</b>.</li> <li>To provide a <b>stimulating outdoor learning experience at playtime</b>.</li> </ul>	<p>Data/evidence informing priority: .....</p>
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<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>Progress</p>
				<p>On Track</p>
				<p>Behind Schedule</p>
				<p>Not Achieved</p>

<p>Focus on 3 specific areas of outdoor learning.</p> <p><b>AP 1: To plan meaningful and creative curricular outdoor learning experiences.</b> These will enhance learning and teaching and support pupil wellbeing.</p> <p>Plan quality CLPL support through Learning through Landscapes. Establish team teaching support for class teachers.</p> <p><b>AP 2: To teach pupils to assess risk in play through Forest Schools</b> delivery by Class teachers: tree climbing, den building, knife work, fire making, transient art. Each class timetabled twice a week. Work in partnership with Inch Community on Meadows ensuring consideration for community and care and respect for Meadows.</p> <p><b>AP3: To provide a stimulating learning experience at playtime</b> in our playground.</p> <p>Training PSAs LTL Education of pupils through assembly, class lessons. Resources purchase: tarps, woggles, outdoor kitchen, review of environment to maximise play opportunities.</p>	<p>Learning through Landscapes training. Use of CPD budget. Substantial investment.</p> <p>CT leads Mrs Glennie/ Mrs Cartney released to team teach and support planning and delivery.</p> <p>PSA support staff training through LtL.</p>	<p>Half day INSET training days x2 Nov Feb</p> <p>Planned CAT sessions x5 Term 1 2 3</p> <p>Ongoing team teaching session T1 and T2. Mrs Glennie/ Mrs Cartney</p>	<p>All classes are timetabled for 2 outdoor sessions per week.</p> <p>QA of quality of outdoor learning by SLT/ support CTs leads. QA themes.</p> <p><i>AP1. Is outdoor learning meaningful and creative. Are learners engaged? Is outdoor experience enhancing delivery of learning and teaching?</i></p> <p><i>AP2. How well are pupils assessing risk in play? HWO well are pupils able to take part in risky play making safe choices?</i></p> <p><i>AP3. How well are pupils engaged in purposeful creative play in the playground?</i></p>	
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## Wider Achievements and Wider Community Links

### Our memories 2021-22

#### *World Book Day, March 2022*

Our library leaders organised a whole School World Book Day event. Pupils were invited to dress up as their favourite character or come to dressed in PJs. The Library Leaders arranged quizzes and organised 'How many books are in the bag competition?.' This was an inclusive event and pupils showed their love of books! Thank you Library Leaders for organising a really wonderful day to remember.





### ***Euro Quiz March 2022***

P6 pupils took part with 26 other teams for Euroquiz 2022. The team studied European countries, rivers, mountain ranges, flag, traditions, celebrations, currency, food, music, sport and much, much more. They competed against 26 other teams in Aberdeenshire and got a fabulous score. Although they didn't win the competition, they were up there with the best teams and were not far off 3rd place. Our thanks also go to our 4

competitors from last year - Fraser, Harris, Aimee and Isla - who helped train up this year's competitors for the competition. Well done Boys and Girls, Keep Aiming High!

### ***Times Table Rockstars Battle of the Bands May 2022***



P2 to P7 pupils engaged very enthusiastically with Times Table practise event. Williamston House were the winning house with highest scores however, this event showed pupils are excited to engage in online learning of times tables. Many children are developing faster recall of times tables through use of the Times Table Rockstars learning platform.

### ***Sports Day May 2022***

We held our first parent event in 2 years post pandemic. This was a very successful parent and pupil event. The event was planned in collaboration with Active Schools,



our PE teacher. Academy pupils and our own Sports Leaders ensured the event ran smoothly.

### ***Queens Jubilee Celebrations June 2022***

As part of the Queen's Jubilee Celebrations, classes learned about the Queen in her Jubilee year and created art for display around the village over the Jubilee weekend. Our catering team organised a Jubilee Picnic lunch in the community centre. The Choir performed at the Jubilee Community Concert and enjoyed getting back to singing again after a long 2 year break. The PTA organised a Jubilee Treasure Hunt around the village community.



### ***Junior Road Safety Officers***

2 successful events that have highlighted safe and active travel. Be Bright, Be Seen Day and Sustrans Big Walk/ Big Walk Event was organised and run by our pupils JRSOs in March.



### ***JRSO Safe Bike Event***

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

### ***Pupil Leadership Opportunities***

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



**Meet our  
new  
Sports  
Leaders**

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

### ***Play based learning P1/ P2***

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



### ***Community Links***

#### ***Insch Community Centre***

We are delighted to be able to utilise Insch Community Centre on a daily basis. This offers valuable indoor and outdoor learning space to the whole school. Quality PE and outdoor learning activities are planned in this new space.

We continue to re-establish our community links in the village of Insch to create meaningful learning experiences for our pupils.

#### ***Community Christmas Present Appeal, December 2021***



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