



Inchinnan Primary School



STANDARDS AND QUALITY REPORT

June 2021

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2021-2022. I hope that you find it helpful and informative.

Mrs Nicola McGlynn

Head Teacher

OUR SCHOOL

*Inchinnan Primary School is a non-denominational school situated in the heart of the village of Inchinnan. It is of traditional design with six classes in the main building and one modular classroom unit. August 2021 should see the opening of our new attached gym hall. The school grounds have a trim trail, outdoor classroom and wildlife garden. Whenever possible the school makes full use of the playing fields opposite or the grounds at the rear of the school. Inchinnan Primary provides a warm and supportive environment for learning where children are encouraged to reach their full potential and celebrate success both in school and out of school. At the start of this session the School roll was 141, 47% of the roll, are as a result of placing requests. The school has a good, long-standing reputation in the community. The school's aims and values reflect the goal we have which is to meet the learning and development needs of all our children while aspiring to achieve our vision - **small school, big aspirations**.*

OUR VISION, VALUES AND AIMS

Our vision - *Small School, Big Aspirations*

Our values - *Respect, Compassion, Honesty, Teamwork, Friendship*

Our aims of Inchinnan Primary School are to:

- ***Foster a welcoming, safe, happy and healthy learning environment***
- ***Provide a relevant and challenging curriculum which ensures breadth and depth in line with Curriculum for Excellence.***
- ***Celebrate achievement and attainment.***
- ***Provide a variety of learning and teaching approaches to encourage personalisation and choice.***
- ***Promote equity, equality and respect by supporting all.***
- ***Encourage positive partnerships within school which extend to the wider community***

SUCSESSES AND ACHIEVEMENTS

This session has undoubtedly been one of the most challenging we have ever experienced. The impact of the Covid 19 pandemic has been profound and presented us with unprecedented challenges. However, despite these challenges, progress was made pre and post lockdown, of which we are very proud.

- ★ Quality of remote Learning & Teaching, 93% level of engagement during lockdown
- ★ Introduced Emotion Works Programme with all classes, with cross curricular related activities e.g. artwork display in dinner hall to aid emotional literacy.
- ★ Ongoing commitment to music development, P3 - 5 weekly input from NYCOS and Gaspards Foxtrot classical music input, P5 Feis traditional music input, P6 & P7 percussion
- ★ Continued development of Outdoor learning - Parent Council purchasing container for storing outdoor equipment and variety of resources to complement this work
- ★ Commitment to community involvement – P3 path clearing at Littleinch Care home, RAMH sunflowers and Edina Trust Bulbs projects
- ★ Whole school activities around values - online assemblies, potted sports, sports races, Eco
- ★ Walk to school initiative Wow achievements – national leaderboard for walking to school.
- ★ Bikeability level 1- P5, P6, P7, Level 2 at P7 developing rider's confidence and skills.
- ★ Continued involvement in Scottish Maths Week and creation of outdoor learning numeracy boxes.
- ★ Whole school online panto and Virtual Santa for P1 & P2
- ★ ***Video link - <https://animoto.com/play/DI4px5INm1ePoAJOPb831A>***

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- All members of staff are fully committed to continued professional development. PT - part of parental engagement working party. One member of staff has achieved Seesaw Ambassador status. Numeracy coordinator continues to support and upskill staff. NQT supported ensuring standards are met.
- The HT has successfully managed ongoing COVID mitigations and associated risk assessments ensuring that to date no class or groups have missed any additional school learning time.
- Allocation of PEF funding including appointing additional classroom assistant hours, for targeted interventions at early stages, to close poverty related attainment gap.

Teacher Professionalism

- Significant and rapid IT skills development by all school staff to support remote learning, including live lessons, online support for targeted groups and enhanced transition as well as technical support to ensure high engagement levels were achieved.
- All teaching staff undertook training in relation to use of Accelerated Reading and Education City IT systems, as well as using data analysis more effectively to inform pupil's next steps.
- All members of staff completed awareness training on childhood Diabetes and targeted staff completed further training on management of diabetes.

Parental Engagement

- Increased numbers attending online regular Parent Council meetings ensured regular representation of parent views were still ongoing.
- Senior Leadership Team (SLT) & staff committed to promoting our open-door policy at beginning & end of day. The use of PEF funding to purchase Seesaw app has formed as an efficient communication with families.
- Planned Transition programme ensured high self-esteem and confidence from learners with remote learning survey showing evidence to support this. Continued provision for key worker children within school Hub.

Assessment of Children's Progress

- Introduction of Leuven scale to professionally assess and track children's wellbeing and involvement in school life. Glasgow Wellbeing Toolkit used with P4 -P7 to understand health development & to meet all needs.
- On return from both lockdowns, a variety of assessments were undertaken including miscue analysis and numeracy pathway assessments to establish baselines to inform planning going forward.
- Partnership working with sensory team, SCOT team, MyExchange, REPS, homelink, active schools to improve understanding of all learning needs.
- The use of standardised assessments, moderation activities, ongoing formative assessments and targeted CPL such as Dyslexia awareness and Clicker 8 training have ensured staff make sound professional judgements about children's progress and understand areas for development.
- Attendance remains consistently very good and above both quartile and Local Authority levels.
- P1, P4 & P7 attainment results continue to be either above or in line with local authority and comparative schools. Trends in attainment over time are used to inform school improvement plans.

School Improvement

- Introduction of Emotion Works programme to support children's return in August, developing children's emotional literacy skills and Artwork used as a visual for displaying emotions.
- Commencement of upgraded building works to create an attached gym hall with changing rooms and storage.
- Upgrading various IT systems - fibre optics, 12 new Ipad, 30 Chromebooks and 12 teacher laptops, existing laptops upgraded to windows 10, where appropriate
- P6 led an election campaign for reviewing our school values through pupil leadership activities involving the whole school community.

Performance Information

- All staff continue to use HGIOS 4 quality indicators to self-evaluate our progress, plan for improvements and moderate our approaches.
- Teaching Staff underwent training on evaluative writing to embed criteria, method and tools for purposeful learning, before applying this to forward plan evaluations.
- Learning for Sustainability took place through Eco Activities and P6 undertaking Rethink project, linked to global sustainability goals and upcoming summit in Glasgow.
- All staff are fully aware of how the school is performing compared to schools across Renfrewshire and comparator schools. All teaching staff regularly access the school tracker to add information and have all the available data for their pupils, including poverty indicators, attendance and support information.

PUPIL EQUITY FUNDING

Inchinnan Primary received £7041 Pupil Equity Funding (PEF) for session 2020-21.

The majority of this funding was spent on additional classroom assistant hours. The classroom assistant work was focussed on early intervention strategies with identified supports for individuals.

The rest of the monies was spent on IT resources i.e. Seesaw app to aid communication between home and school, and Education City, an adaptive programme covering many curricular areas. These resources have been invaluable this year especially for supporting remote learning, while providing a variety of assessment information to support next steps in learning.

KEY STRENGTHS OF THE SCHOOL

- ★ Inchinnan Primary School has a calm and caring ethos which permeates throughout the school. The headteacher and staff are committed to continuous improvement across the school ensuring all our children are getting the best possible opportunities and experiences.
- ★ Highly effective play pedagogy in P1 and P2 – video link - <https://tinyurl.com/ann5mfkd>
- ★ The children are very proud of their school. Almost all feel well supported in their learning by kind and friendly staff.
- ★ Almost all children across the school are well behaved, engaged, and enthusiastic. All children are clear about who they could ask for help. P6 &7 planned and played a key role in the election campaign, in the final part of selection of the new school values.
- ★ High quality of remote learning offered during national lockdowns

OUR NEXT STEPS – PRIORITIES FOR 2021-22

The Covid 19 pandemic hindered our progress and our ability to achieve all of our improvement priorities. Some priorities and actions will therefore be carried forward to academic session 2021–22. We believe that we have made good progress during session 2020-21 and we will use the improvement priorities listed below to build on this progress moving forward.

- Improvements in children’s Health & Wellbeing, including
 - Ongoing work in Renfrewshire’s Nurturing Relationships Approach
 - Implementation of new school values, review of school aims and vision
 - Review of home school communication, behaviour policy, including golden time
- Further activities to improve attainment in Literacy – focus on writing pedagogy, including
 - Whole school staff training and implementation on learning and teaching approaches on Jane Considine research-based writing programme ‘The Write Stuff’
- Develop further approaches to Science and Technology through continued involvement in SSERC training programme with cluster schools
 - Staff development, increased resources, themed week and STEM challenges for pupils

Full details of the school’s improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

Inchinnan Primary School

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HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.

Many thanks