



Inchinnan Primary School

STANDARDS AND QUALITY REPORT June 2023

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024. 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 midst of the village of Inchinnan. It is of traditional design with six classes in the main building, and one modular classroom. October 2021 saw the opening of our new, attached gym hall. The school grounds have a trim trail, outdoor classroom, and wellbeing garden. Whenever possible the school makes full use of the playing fields opposite or the forest 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 128. 43% 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 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, Kindness, Trust, Teamwork, Equity and Perseverance*

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

During session 2022-23 we have celebrated many successes and achievements at Inchinnan Primary. It is amazing to reflect on our journey since August. Below are just a few of our major successes and achievements.

- School achieved Level 2 Ruby accredited award for undertaking, participation and implementing Renfrewshire's Nurturing Relationship Approaches (RNRA) alongside the new Relationships Policy
 - School awarded Bronze – Reading School Award. Library Committee undertook fundraising activities and awarded a grant to update/refresh library area
 - Very positive, Local Authority review team visit, confirming school's own robust self-evaluation in relation to national standards
 - All pupils involved in the 9 pupil led committees – Science, Technology, Engineering & Maths (STEM), Dream 🌟 Makers, Health & Travel, Eco/ Mini Eco, Library, School Grounds, Pupil Council & Rights Respecting Schools (Rocking Rights)
 - All P7 achieved John Muir awards, most of P6 achieved Level 2 Bikeability and most of P5 level 1
- Individual success and achievements are captured in our Golden Book (see the table in school foyer/newsletters). We have encapsulated many successes and achievements in our film and shared this with pupils, parents, and staff during the Valedictory Service in mid-June. Our film only gives a flavour of the very busy and productive year we have had at Inchinnan Primary. Please follow the link below, to join us in celebrating our successes, with 'Team Inchinnan' demonstrating our school vision, "Small school, big aspirations....'

<https://animoto.com/play/vv4RioDdnR8gumS6C9rNRw>

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- The whole school demonstrates leadership towards creating a positive learning environment, underpinned by our school values. All class teachers nominate a 'Star Pupil', weekly, as well as monthly awards for pupils' actioning our school values, and the 4 curriculum for Excellence capacities, Best Work and Health & Wellbeing progress, alongside recognising wider achievement through the 'Golden Book', all underpinned by the UN Convention on the Rights of the Child (UNCRC).
- In line with this year's school improvement priorities all teaching staff took part in training from a third party provider re. outdoor learning. It was noted during the school review that, teachers make very good use of the school grounds and beyond to enhance and support children's learning. During the visit, children were observed reinforcing their understanding of symmetry, measure and nature (linked to the John Muir award) outdoors. The pupil focus group identified outdoor learning as one of the strengths of the school.
- The Head Teacher leads the Locality Inclusion Support Network (LISN), facilitating the sharing of good practice in supporting learners with additional needs across the cluster. This year saw the introduction of a transition LISN to facilitate an opportunity for all Park Mains cluster schools to share practice/information with the local secondary, ensuring better communication and smoother transition.
- Once again, all teaching staff undertook a plan-do-study-act practitioner investigation, in relation to the targeted nurture principle, leading to greater consistency in behavioural approaches to ease transition periods within the school day.
- All support staff attended locality training inputs and undertook ilearn modules to ensure they are best placed to address the needs of the children that they work with.

Library Committee PowerPoint - <https://tinyurl.com/ycyvhs4t>



**Reading
Schools**

Teacher Professionalism

- All staff actively engage in professional learning and dialogue to ensure our knowledge and skills are up to date and enable us to meet the needs of our children. Training this year has included cooperative learning, refresh, Stages of Early Arithmetical Learning (SEAL) approaches to mental maths, digital roadshow, upskilling staff re. accessibility features on chrome books. A member of staff attended all six sessions of Renfrewshire's' Inclusive Communication Environments (RICE) training, helping to inform classroom practice. To continue our play pedagogy, approach our P1 teacher undertook the training on developing play pedagogical approach, resulting in the introduction of observation format to develop / extend children's play.
- All teaching staff took part in 2 moderation activities, one focused on moderation of writing assessments to ensure consistency of approach and a shared understanding of the criteria and benchmarks. The other focused upon staff understanding and use of the Leuven scale as a measure of pupil engagement and involvement in learning and teaching activities. At next tracking meeting with HT, staff reported more confidence and consistency in their professional judgements, which helped inform next steps in pupil learning.

Parental Engagement

- All families are invited to various events where children showcase, share and celebrate their learning e.g., Whole school events, Scottish Afternoon, Nativity, Easter and Valedictory church service. Each class undertook a class assembly and many classes hosted open afternoon events for example P5 Titanic, P6 French Café, P7 WW2. Parental attendance and support at these events was very high, resulting in an increase in understanding of approaches, strengths, and next steps and the role they play in supporting their child to learn.
- The voices of our families are captured during Team Around the Child, and other pupil support meetings. This ensures that a holistic approach is taken to the assessment and support planning for pupils in our care. All families continue to be invited to participate in our Parent Council.
- All families were invited to contribute their opinions through the 2 Parental Questionnaires, focusing on various aspects, such as parental engagement, impact of school priority developments, general feedback on work and leadership within school, both were well responded to with 64% return and 79% return, however the questionnaire preceding the school review return of 14%, proved disappointing. Focus groups arranged during the review gave a more accurate reflection of partnership working and feedback. The results from all these activities are used to determine next session's Schools Improvement Plan priorities and impact of the current improvement plan priorities.
- The school are always looking for ways to involve the local community and have enjoyed several visits to the Care Home located next door to the school, feedback from the care home has been very positive, with plans for further developments and activities next session.

Assessment of Children's Progress

- Our submitted attainment data shows: -
- All teachers make good use of standardised assessment data such as Accelerated Reading (AR) and Scottish National Standardised Assessments (SNSA), to support accurate professional judgements. By incorporating this data into our tracking systems, our teachers can target specific gaps and areas for development for individual pupils.

	Primary 1	Primary 4	Primary 7
Listening & Talking	88%	95%	95%
Reading	88%	95%	95%
Writing	82%	81%	85%
Numeracy & Mathematics	82%	95%	100%

School Improvement

- As a small school improvement needs to be very carefully managed due to the small management team and number of staff. Planning for improvement is collegiate and self-evaluation is embedded within this.
- School improvement information is collected using various formats of the How Good Is Our School? 4 (HGIOS?4) framework and all stakeholders are involved in this process through questionnaires, feedback forms and discussions. By working in this way, we ensure all members of our school community have regular opportunities to engage and influence school improvement. The information gathered is used to support self-evaluation and improvement planning.

Performance Information

- The child led library committee, supported by a class teacher and 2 support members of staff, have focused on revamping the library environment, resources, introducing graphic novels and magazines, reading lanyards to promote discussion of what we are all reading, achieved through grant and general fundraising. Reading School Bronze award achieved. (see PowerPoint above)
- All staff actively engage with the Local Authority lead-school review undertaken in May 2023, which fully endorsed and supported the self-evaluation levels we had identified for 1.3 - Leadership of Change and 2.3 - Learning, Teaching and Assessment as good with aspects of very good.

PUPIL EQUITY FUNDING

The pupil equity funding is additional funding allocated directly to school from Scottish Government. It is used to reduce the attainment gap in Scotland. It allows our school to devise a targeted programme of support for our pupils who may require more intensive support in some areas of Literacy and Numeracy. This year we were awarded £6480 for the financial year 2022-2023. To decide what we would allocate the money to we considered a range of data from SIMD, free school meals, clothing grants, care experienced, feedback from parental surveys, Glasgow Wellbeing Motivation Profile school self-evaluation, professional dialogue with staff and tracking data. Using all this information it was decided that all spends should be put towards funding additional hours for a classroom assistant (PEF), which equated to 12 hours weekly.

- Our Pupil Equity Funded (PEF) classroom assistant under the guidance of the class teachers, works with children for a short block of time for some targeted additional support for learning. A range of evidence is collected to demonstrate pupil progress. Interventions and support strategies are discussed and evaluated with teaching staff during termly meetings with the Head Teacher. This gives us a clear picture of every child's progress.
- Through consultation with teaching staff, we targeted support in Numeracy and Literacy from August to December 2022. 29 children this year have received targeted support from our PEF Classroom Assistant, with 86% achieving their short term targets. As a result of this targeted support for learning and robust tracking, improvements have been made in Reading, Spelling and Numeracy. From January to April 2023, it was agreed with teaching staff that due to classroom assistant absences, our children would benefit more from universal support within Pr. 4, 5, & 6 from the PEF Classroom assistant. In May and June this year, 11 children received targeted support in Numeracy and / or Reading with 91% achieving their short term targets.

KEY STRENGTHS OF THE SCHOOL

- ★ Positive school ethos, underpinned by a shared understanding of the school values
- ★ Relationships between staff and children are positive
- ★ Children are well-behaved, polite, well-mannered and responsible, which results in a calm learning environment.
- ★ Senior leaders have created a culture of creativity, innovation and enquiry where staff feel empowered to bring forward ideas.
- ★ Senior leaders have effectively introduced RNRA over the course of the last session in conjunction with a new relationships policy. The school RNRA journey is well led and documented by the Principal Teacher.
- ★ The whole school community is involved in evaluative and reflective activity which also feeds into the strategic direction of the school. Self-evaluation informs the school improvement plan which staff refer to as an active document
- ★ Digital technologies, such as interactive whiteboards, i-pads and microscopes are observed to be used well to practice skills and to support and record learning
- ★ Children have lots of opportunities to share their views across a wide range of subjects through surveys (e.g. reading, residential trip activities), committees, Pupil Council and class discussions
- ★ Teachers make very good use of the school grounds and beyond to enhance and support children's learning.

OUR NEXT STEPS – PRIORITIES FOR 2023-24

We have made very good progress during session 2022-23 and we will use the improvement priorities listed below to build on this progress moving forward.

- *Place the needs of every child at the centre of Education Improvements in children's Health & Wellbeing, including*
 - Staff training / implementation of CIRCLE Framework which supports inclusive classrooms.
 - Focus on implementing practise from Getting it Right for Every Child (GIRFE) refresh and new local authority staged intervention processes, alongside a rights-based approach through United Nations Rights of Child convention/award
 - Develop Renfrewshire Nurturing Relationships Approach by introducing next identified focus nurture principle – Learning is Understood Developmentally
- *Develop high quality learning, teaching and assessment leading to improved attainment and achievement in literacy and numeracy*
 - Implementation and use of new local authority maths planners
 - Focus on classroom practice, variety of teaching and learning approaches
- Cluster initiative and focus on skills framework and approaches to learning and teaching, increasing understanding with a view to improving employability skills and knowledge for all our children

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
Old Greenock Road
Inchinnan
PA4 9PH**

Phone 0300 300 0161

<https://blogs.glowscotland.org.uk/re/inchinnan/>

Email inchinnanenquiries@renfrewshire.gov.uk

HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us. 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.