



# Inchinnan Primary School

## STANDARDS AND QUALITY REPORT June 2024

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2024-2025. 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. 40% 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 2024-25 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 awarded - Rights Respecting school Bronze award, now working towards Silver
- Whole school community effort, to win 1<sup>st</sup> on average points board of 'Beat the Street' initiative.
- We undertook our annual and very popular whole school 'Scottish Afternoon', alongside welcoming back our whole school 'Strictly Come Inchinnan' competition, supported by our partners at Right2Dance.
- Numerous excursions and trips including whole school visit to the Pantomime in Glasgow, Primary 7 residential trip to Lockerbie, P5 to Bannockburn, P6 David Livingstone Centre. P4/3 Vikingar etc.
- Very positive, Local Authority Quality Assurance visit, confirming school's own robust self-evaluation.
- All pupils involved in the 8 pupil led committees – Dream ✨ Makers (Nurture), Health & Travel, Eco/ Mini Eco, Library, School Grounds, Pupil Council & Rights Respecting Schools
- All P7 achieved John Muir awards, almost of P6 achieved Level 2 Bikeability and most of P5 level 1
- Chess team won 1<sup>st</sup> at Bishopton Week Primary Team Chess Championship

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 see our school website, to view and join us in celebrating our successes, with 'Team Inchinnan' demonstrating our school vision, "Small school, big aspirations...."

## HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

### School Leadership

- In line with this year's school improvement priorities all teaching staff took part in training in relation to Child Inclusion Research into Curriculum Learning Education (CIRCLE) resource. Staff then undertook an analysis of their own class environment and identified an individual target to take forward this session. Staff have now created a list of core aspects that should be consistent within every class e.g, 'Fix it Folders', quiet area, calm box, daily timetable, labels for resources for independent access for pupils etc.
- Principal Teacher has undertaken the Promise Keeper training, to become the school's identified lead for children with care experience. The principles within this have also been discussed with the children as part of our 'Child Friendly School Improvement Plan.'
- Two further members of staff have undertaken RICE training, extending Renfrewshire Nurturing Relationships Approaches (RNRA) within their classes.
- P7 class teacher introduced and led the way with pupil enquiry experiences and approaches in the upper stages. Children have responded very enthusiastically, enjoying the independent, flexible approach to their learning.
- All support staff attended locality training inputs and undertook all mandatory ilearn modules to ensure they are best placed to address the needs of the children that they work with.
- A class teacher has undertaken the British Sign Language Course (Level 1). This has been utilised in their classroom to support those with communication difficulties to facilitate an inclusive environment for their learners.

### Teacher Professionalism

- Leading on from CIRCLE training, all teaching staff undertook a practitioner enquiry investigation, following on from their individual analysis of their own classroom environments. All staff reported CIRCLE had helped focus their attention on their own classroom from a pupil's perspective. 67% completed initial target and then, went on to explore other aspects.
- All staff participated in professional learning input around new local authority numeracy and mathematics planners. All staff have now embedded these planners into their planning and assessment practises, reporting that planners offer support to teaching and learning with various activities quickly and easily accessible.
- P4/3 participation in Glasgow University STEM SPACE project. Focused on implementation of Maths BURST lessons over 3 months, aimed at extending maths, spatial skills and computational thinking. A significant number of children recorded progress, no specific pattern to this was evident.
- All staff took 2 hours of professional learning time to explore West of Scotland Partnership, online training around various aspects of assessment is for learning approaches. Staff reported it was good to revisit but a more in depth and personalised approach would be more beneficial. Next step will be to develop a whole school approach to build consistency across the school.
- Almost all teaching staff took part in 2 writing moderation activities, both focused on moderation of writing assessments to ensure consistency and a shared understanding of criteria used in line with benchmarks. The first session was within our school community, the other was alongside 2 other schools, one within the cluster, the other outwith and in a different quartile. Thus allowing staff the opportunity to further develop and consider different approaches to writing (we use Write Stuff, other schools, using Talk for Writing)

### Parental Engagement

- 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 97% return and 78% return. Results from these and views of the Parent Council are used to help determine next session's Schools Improvement Plan priorities and assess impact of the current improvement plan priorities.
- Parental attitudes sought and reviewed, indicated highest level of engagement with school when activities pupil led. All families are invited to various events where children showcase, share and celebrate their learning e.g., Whole school events, Scottish Afternoon, Nativity, Strictly Come Inchinnan and Valedictory church service. Each class undertook a class assembly in relation to recent learning focus. Parental attendance and support at these events was once again very high, resulting in an increase of understanding of interdisciplinary approaches to learning. Family comments are left in parental feedback folder and shared with the pupils involved.
- Following feedback from families of children with additional support needs, a 'Coffee and Chat' was established to offer a support network (parents and SLT) with the opportunity to share experiences and any tips, as well as highlight supports available across the authority.

### Assessment of Children's Progress

- Our submitted attainment data shows: - School tracker continues to indicate consistently good levels of attainment in literacy and numeracy, however slight variations are evident depending on cohort and cohort size.

	Primary 1	Primary 4	Primary 7
<b>Listening &amp; Talking</b>	94%	100%	96%
<b>Reading</b>	88%	88%	96%
<b>Writing</b>	82%	81%	87%
<b>Numeracy &amp; Mathematics</b>	94%	81%	83%

- All teachers make good use of standardised assessment data such as Accelerated Reading (AR) and National Standardised Assessments (NSA), 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.

### School Improvement

- School improvement information is collected using various formats of the How Good Is Our School 4 (HGIOS4) 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.
- As a small school improvement needs to be very carefully managed due to the small management team and number of part time staff. Planning for improvement is collegiate and self-evaluation is embedded within this. The whole community are involved in this process. A pupil friendly School Improvement Plan display has been established to reflect 'pupil voice' and through an assembly, this has been explained to all children in the school. Class teachers record and track Health and Wellbeing Progress through Leuven scale. All pupils have undertaken Glasgow Motivation and Wellbeing Profile questionnaires, with children scoring 2 out of 5 or below on any individual question, having follow up conversations with staff. This data information is discussed termly with Senior Leadership Team (SLT) to offer a holistic view of children's readiness to learn. These conversations and data highlighted the need for break time support for some children struggling in with relationships in the playground environment. Using Pupil Equity Fund (PEF) staff to support, small group/quiet activities were offered at these times. Approximately 32 pupils from P1-P7 have accessed this resource.

### Performance Information

- The child led Rights Respecting Schools committee, supported by a class teacher, have been working towards Rights Respecting School's award - Bronze award achieved. Now focusing on Silver award.
- Triangulated systems are in place to measure and predict attainment. The use of comparative data and Local Authority support and the quality assurance calendar has a positive impact on maintaining a rigorous overview of performance information.
- Most pupils remain ahead of or on target in numeracy, writing, reading and talking and listening.
- We continue to address aspects of writing which suffered most from lockdown, addressing these through PEF staff allocation and teacher professionalism as well as blocks of support for learning interventions for those who are not yet achieving their expected targets. Our new approach continues to be monitored to allow us to track attainment and progress over time, allowing the approach to embed and give time for its effectiveness to be fully evaluated.

### PUPIL EQUITY FUNDING (PEF)

The pupil equity funding is additional funding allocated directly to school from The Scottish Government. It is used to raise attainment/ reduce the attainment gap in Scotland. It allows our school to devise a targeted programme of support for our pupils who may require more focused support in some areas of Literacy and Numeracy. This year we were awarded £6480 for the financial year 2023-2024. To decide what we would allocate the money towards 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. Teaching staff strongly felt that more support staff in class, would allow children to benefit more from the universal approach within classes, thus specific PEF classroom assistant support did not commence until January 2024. Using all information gathered it was decided that all spends should be put towards funding additional hours for a classroom assistant (PEF), which equated to 15 hours weekly, for 2 school terms.

- 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.
- From January to May 2024, our PEF classroom assistant, targeted support in Numeracy and Literacy for 25 children with 70% 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.
- 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, responsible and respectful of others, which results in a calm learning environment.
- ★ Whole school assemblies used to celebrate and acknowledge successes and achievements in various aspects of learning – star of week, school values, Curriculum for Excellence 4 capacities, Health & Wellbeing, Head Teacher- Best Work, Golden book for outside school achievements
- ★ 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.
- ★ Staff keen to develop curriculum/raise attainment, by exploring and developing various approaches to learning and teaching.
- ★ Digital technologies, such as interactive whiteboards, iPads and microscopes are observed to be used well to practice skills and to support and record learning.
- ★ Range and variety of learning experiences/opportunities offered to learners e.g. trips/excursions
- ★ Children have lots of opportunities to share their views across a wide range of subjects through surveys/self-evaluation 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 2024-25

We have made very good progress during session 2023-24 and we will use the improvement priorities listed below to build on this progress moving forward.

- *Placing human rights and the needs of every child at the centre of education*
  - Further development of CIRCLE Framework which supports inclusive classrooms, focusing on routines and structures.
  - Extending Renfrewshire Nurturing Relationships Approach (RNRA) focusing on nurture principle – Learning is Understood Developmentally

- Extend Pupil Voice, through participation in ‘Young leaders of Learning’ programme
- *Develop high quality learning, teaching and assessment leading to improved attainment and achievement in literacy and numeracy*
  - Revisit principles in Renfrewshire’s approaches to reading, focusing on reading skills development and moderation of reading
  - Focus on developing consistency in assessment for learning approaches of classroom practices
- Cluster initiative and focus on skills framework and approaches to learning and teaching across the curriculum.

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.

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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.