



Inchinnan Primary School

STANDARDS AND QUALITY REPORT June 2025

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2025-2026. 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. The school roll is currently 123. 38% of the roll, are as a result of placing requests. The school has a strong, 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 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. Our 'Golden Book' records individual achievement and successes, while below just a few of our major school successes and achievements are identified.

- We undertook our annual and very popular whole school 'Scottish Afternoon', alongside a highly successful P5-7 School show 'Cinderella Rockerfella'. P1-3 showcased Nativity performance
- Numerous excursions and trips including, Primary 7 residential trip to Lockerbie, P5 to Planetarium, P1/2 to Glasgow Science Centre, P2/3 to Finlaystone Country Park
- 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 P5 achieved Level 1 Bikeability
- P2/3 and P4/3 undertook an 8 week block of NYCOS music input, while P5's, focused on traditional music from Fèis Phàislig supporting their 8 week block.
- After school parent and child Samba sessions as part of our parental engagement focus.
- All classes had input on British Sign Language, but P1/2 focused on this input throughout the year, supported by a trained member of staff.
- Instrumental tuition weekly by a group of P7 and P6 pupils on the glockenspiel
- P7 hosted a Burns Supper for family, supported by P6 pupils.
- All pupils participated in World Book Day events, library committee application for Silver Reading School award.
- Pupil Council lead several whole school activities e.g. Various Charities fundraising events, Come as You Please Days, Remembrance Day assembly, Talent show, and various Staff v Pupil challenges. 😊
- Parent and child Numeracy (and literacy) event as part of Scottish Maths week activities.

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 June. Our film only gives a flavour of the very busy and productive year we have had at Inchinnan Primary.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

Improvement Priority 1 – Cluster based approach to skills development through practitioner Enquiry

- All teaching staff attended refresh input by Park Mains Staff to familiarise themselves with 6 Key Skills used collectively throughout the cluster – Teamwork, Communication, Thinking Skills, Social Skills, Creativity and problem solving.
- 40% of the staff collegiate calendar was used to allow teaching staff to collaborate in cluster working within individual stages. All staff shared practice in relation to skills, reviewed planning for skills and undertook research into current practice in delivering skills.
- All teaching staff agreed and undertook a practitioner enquiry based approach before evaluated their change initiative appropriate before reported back to whole cluster at cluster event in January 2025.
- A member of staff identified as one of the cluster leads, produced a skills progression pathway for all staff to use in the next academic session.
- All cluster Head Teachers worked together to create an agreed cluster plan for session 2025-26 to ensure consistency across the cluster and smooth transition to Park Mains High School.

Improvement priority 2 – Raising attainment in Literacy

- Almost all staff took part in 2 moderation writing activities, one internal and one with Bridge of Weir Primary at stages to ensure consistent approaches and confidence to teacher judgement.
- Parent Information session in October, where all staff presented/delivered input with various focuses e.g. Reading, Play Based Learning, Skills, Rights, Staged Intervention, Internet safety, Wellbeing/mindset etc.
- Our Pupils Achievement of Curriculum for Excellence (CfE) Levels (ACEL) data for this session ending June 2025

June 2025	P1	P4	P7
Listening & Talking	100%	100%	100%
Reading	93%	79%	100%
Writing	93%	79%	95%
Numeracy	100%	93%	95%

- Monies from the Pupil Equity funding from Scottish Government was used to support additional support staff allocation to work with individuals and small groups who would benefit most from the targeted intervention.

- All staff undertook curriculum development input to refresh, Assessment is for Learning approaches. Class resources were refreshed to support and promote consistency across the school. New school guidance was drawn up to ensure greater sustainability.

Improvement Priority 3 – Placing human rights and needs of every child at the centre of education

Young Leaders of Learning

- PT and six pupils from Primary 6 took part in training to begin the Young Leaders of Learning Programme delivered by Renfrewshire Council and Education Scotland. Following on from this, children and staff took part in self-reflection of teaching and learning highlight the priorities for the school. Pupils highlighted the following key areas of improvement.
 - **Take more ownership of their learning, including having a say in what and how they learn.**
 - **Have a better understanding of their targets, including setting targets for themselves.**
- Curriculum development time as well as time during in-service days in February and again in May to review was undertaken to develop staff's understanding of enquiry-based learning and to trial implementation and planning formats. Feedback from discussions during May inservice indicated that staff had increased confidence in delivering enquiry-based learning in their classrooms and agreed on planning format for next session.
- Almost all staff commented positively about the opportunities of play based learning (all scoring themselves between 4-6 out of 6). Written feedback for almost all staff included an indication the enquiry/play based learning would be a bigger focus next session "big focus for next year is to ensure this is more prominent (daily) in some form.
- Almost all staff attended curriculum development sessions to enhance their knowledge of the research and benefits of target setting and the importance for children's learning.
- Almost all staff trialled target setting, with classes agreeing on an appropriate and manageable format for target setting of Literacy, Numeracy and a personal target beginning September 2025.

CRICLE

- All staff received Child Inclusion Research into Curriculum Learning Education (CIRCLE) approaches, with this years' focus on Structures and Routines.
- Who Cares training input for all staff with Rashielea Primary during October Inservice day, followed by Who Cares lesson in focus week in February.

RNRA

- In line with the priority, which was identified at the end of session 2023-2024, Learning is Understood Developmentally, curriculum development time has been given to develop this throughout the session. (See above with regards to enquiry-based learning, ensuring that staff are providing opportunities for learners in a variety of different learning styles.
 - Staff responded to follow up questionnaire more positively with regards to providing tasks that were based around social and emotional competence and curricular ability (All staff responded as 4 or higher (based on Education Scotland 6 point scale) compared with two members of staff who recorded themselves as 3 in October)
 - With regards to support and challenge, in a recent survey, staff all recorded themselves between 4-6 compared with October where ratings were between 3-5.
- Pupils identified the different ways we learn and highlighted the different supports children need at different times.
- This information was shared to all pupils through posters, at assembly and by the dream*makers committee creating a video presentation.

- Information was shared at the parental learning even in September and followed up with information for all parents via the school website. Information will also be shared at the next coffee and blether session.
- Evidence for Renfrewshire Council's RNRA Amethyst award has been collated and will be submitted in the new school year during the next intake of submissions.



PUPIL EQUITY FUNDING

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 2024-2025. 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. Our Pupil Equity Funded (PEF) classroom assistant under the guidance of the class teachers, worked with children for a short block of time for some targeted additional support for learning. Class teachers set targets and oversaw the intervention and evaluate the impact using a range of evidence. Interventions and support strategies are discussed and evaluated with teaching staff during termly meetings with the Head Teacher. This gave us a clear picture of every child's progress.

- From August to December our PEF classroom assistant worked with 12 children to provide targeted intervention on Literacy. 50% achieved their targets and the remaining 50% had made good progress on their targets.
- From December to March, our PEF classroom assistant worked with 19 children on Literacy targets, 73% of targets were achieved, with the remaining 27% all making good progress.
- From April to May our PEF classroom assistant worked with 17 children on Literacy targets. 70% achieved their targets and the remaining 30% made good progress with their targets.

As a result of this targeted support for learning and robust tracking, improvements have been made in Reading, and Writing.

KEY STRENGTHS OF THE SCHOOL

- Positive relationships underpinned by school values, where almost all children like school. Children respect and care for each other, are proud of their school.
- Senior Leaders encourage and support staff to take responsibility for leading improvement, based on self-evaluation evidence.
- Staff use a range of nurturing approaches to maintain very positive and supportive environment.
- Variety of pupil leadership and pupil voice opportunities, which are welcomed by pupils.
- Across the school, children have high levels of attainment in Literacy and Numeracy.

OUR NEXT STEPS – PRIORITIES FOR 2025-26

We have made very good progress during session 2024-25 and we will use the improvement priorities listed below to build on this progress moving forward.

- Work with colleagues in other schools to develop a consistent approach to skills based learning in The Park Mains Cluster in line with progression pathway.
- Improve consistency in Learning and Teaching approaches across all stages, using the Improving Our Schools approach.

- In cluster stage groups focus on reading approaches, with a particular focus on comprehension to moderate.

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.