

STANDARDS AND QUALITY REPORT 2025-26
AITHISG INBHEAN IS CÀILEACHD

Inshes Primary & ELC

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

Kindness, Respect, Inclusion, Being my Best

School Profile
Pròifil na Sgoile

The following information can be found on Parentzone Scotland. It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance	Average Class Size	Meeting PE Target
92%	26	Target Met

Pupil Numbers (inc nursery)	Teacher Numbers	Pupil Teacher Ratio
280 + 42 (nursery)	14	15:1

N3	N4	P1	P2	P3	P4	P5	P6	P7
14	28	13%	13%	16%	14%	16%	8%	20%

SIMD Q1[1]	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
0-10%	0-10%	0-10%	60-70%	10-20%	0-10%

ASN[2]	No ASN	FSM[3]	No FSM	EAL[4]	No EAL
50-60%	40-50%	20-30%	70-80%	0-10%	90-100%

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Majority

[1] SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

[2] ASN – Additional Support Needs

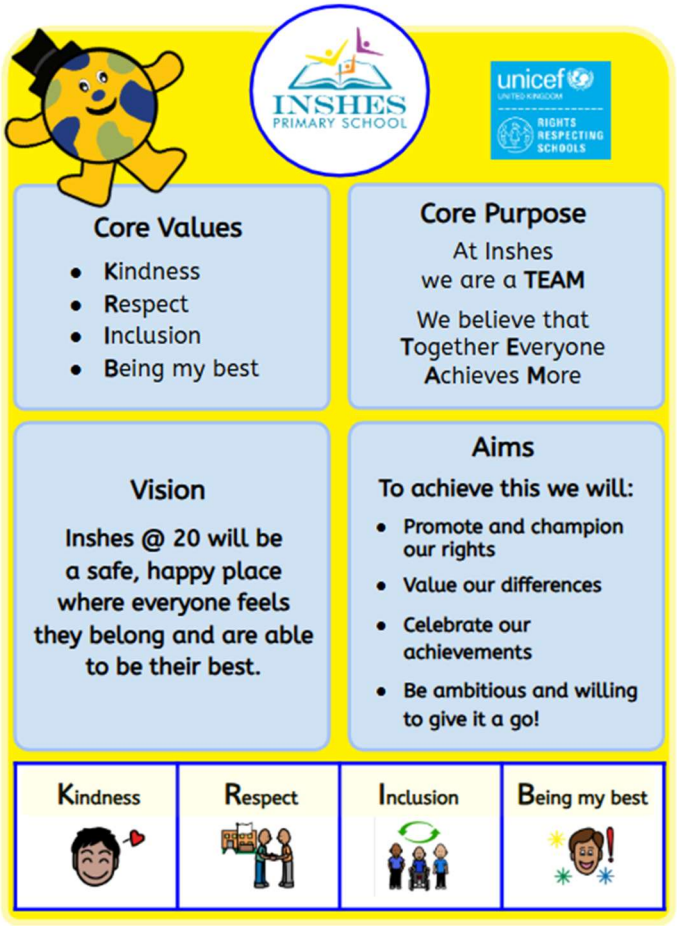
[3] FSM – Free school meal entitlement

[4] EAL – English as an additional language

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

School vision, values and aims
Lèirsinn, luachan agus amasan na sgoile

As a school community, we continue to strive to be the best we can be with our refreshed school purpose, vision, values and aims in line with our status as a Gold Rights Respecting School.



Kindness, Respect, Inclusion, Being my Best

Review of progress for session
Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available here.

School Priority 1: Developing literacy - a whole school approach to spelling & improving writing attainment at first level	
School Improvement Plan Priority 1	
Summary of progress	**Next steps**
Wraparound Spelling ✓ This whole school approach has been widely adopted through the school and will support children's learning with spelling across stages ✓ There has been an increase in pupils spelling at an age and stage level ✓ The majority of children are now able to spell using knowledge of spelling rules and are better able to detect inaccurate spellings when proofreading their work. ✓ This approach has been shared with parents through the development of the school's online home learning portal where families can access words/strategies to support their child with spelling NIWP ✓ Teachers at P4 & P5 have spoken enthusiastically about the improved engagement in writing with the NIWP ✓ Pupils have spoken about enjoying writing and finding it easier to know what to write about ✓ Almost all borderline children succeeded in achieving their age & stage level ✓ The programme provided a clear structure which benefited pupils with their writing and supported teachers with clear, practical resources and approaches	Wraparound Spelling ✓ Next session we will continue to monitor progress with the implementation of this strategy for teaching spelling ✓ Early level staff will continue to build on their teaching of phonics and how this progression is integrated into the school's wraparound spelling ✓ Further opportunities to engage parents with wraparound spelling/phonics based approach to learning spelling will be shared with parents next session NIWP ✓ New teachers at P4 & P5 will take part in the NIWP next session (cohort 7) to continue to build on the school's wider implementation of this recognised programme in order to further improve attainment in writing ✓ Teachers will continue to work together on how to incorporate Explicitly Teaching Writing within the NIWP framework of lessons and learning resources

Impact	
● The school has seen an increase in motivation and attainment in spelling and writing through these areas of school improvement ● The majority of pupils now have a better understanding of words and morphology and so are better equipped to spell and spot spelling errors ● This developing whole school approach has meant that practitioners are able to support each other and provide more consistent teaching approaches to the children ● The use of the NIWP has been enabled a higher number of children at P4 to achieve first level this session; these children benefited from the structure and having been borderline to achieve, were able to attain the level ● Almost all pupils spoken with in P4 & P5 (the year groups using the NIWP approach) said they enjoyed writing more now than they did before	

School Priority 2: Enhancing learning and teaching in mathematics	
School Improvement Plan Priority 2	
Summary of progress	**Next steps**
✓ Almost all teaching staff commented very positively on the professional discourse facilitated by lesson study ✓ Most teachers described feeling more confident about their practice, eg in the use of counting collections in class (infant lesson study) and also with understanding of teaching fractions (upper lesson study) ✓ The majority of teachers commented on the value of carefully planned resources and questioning ✓ Almost all pupils showed increased understanding of number and counting through counting collections with the series of lessons planned for the infant level lesson study ✓ The majority of pupils showed improved understanding of fractions through the upper stage fractions lesson study ✓ All staff in the infant lesson study spoke highly of the use of videos/recording of pupils to use as a teaching tool in class	✓ Next session teachers will further develop their understanding of lesson study with another lesson study cycle ✓ This will enable further professional dialogue and shared understanding of practice ✓ The lesson study cycle will provide further opportunities for discussion and planning of most effective resources and questioning for teaching in key area of numeracy ✓ Further use and development of recording/videos to support children's learning and understanding, including social skills ✓ Continue to build on questioning and planned lessons which will optimise opportunities for pupil voice and problem solving

✓ The majority of children were able to express their understanding with greater opportunities for pupil voice presented through lesson study	

Impact

- The Lesson Study cycle was particularly impactful in terms of staff engagement and professional discourse around improvement, learning and teaching
- All pupils benefited from clearly planned and well resourced lessons
- Most pupils were able to speak about their learning and understanding through the lesson study cycle
- Increased professional understanding and confidence through both lesson study cycles has had a positive impact on attainment and enjoyment of learning for the children

School Priority 3: Inclusive Classroom practices using Circle approaches (year 1)

School Improvement Plan Priority 3

Summary of progress and impact	Next steps
✓ All staff are familiar with the Circle approaches for improving the classroom environment to make it more inclusive ✓ Most staff consistently create an inclusive environment based on the Circle approaches ✓ Almost all individual children have benefited from clear inclusive structures and practices, such as calm corners in pre-identified areas ✓ The neutral environment in classrooms has helped create a calming environment for the majority of children	✓ Further improvement in staff own assessments and self-evaluation of core areas of Circle practice which include the physical and social environment, structures and routines, motivation and skills ✓ More consistent school wide implementation of all areas of Circle for children to benefit as much as possible from these approaches ✓ Gather further evidence of impact on attendance for identified children

Impact

- The standardisation of certain aspects of the environment, eg neutral displays and calm corners has been beneficial for almost all children
- Circle has provided all staff with a checklist which supports self evaluation and improvement in areas such as the physical and social environment to support inclusive practice

- Next session we will further embed Circle approaches and include regular learning to support positive mental wellbeing through the Happy Minds programme. Together this will have the impact of improving social and emotional wellbeing and readiness to learn. This will be evaluated through regular, targeted monitoring of pupil wellbeing and attendance data.

Progress and impact of Pupil Equity Fund
Adhartas agus buaidh Maoin Cothromas Sgoilearan

Table 1 – 25/26 PEF Review

Intervention	Data summary against targets	Impact / progress summary (max 100 words per intervention)	Intervention Resource allocation used (breakdown)
PEF plan: Baseline assessment of SEBN for all pupils with a PEF allocation Children supported by targeted, individualised interventions through Circle programme and other identified interventions (eg Nurture, Lego Club, Seasons for Growth, cookery/other life skills programmes) based on initial assessment data **Target Outcome:** Improved social and emotional wellbeing following targeted interventions measured by Circle metrics Intervention programme supported by ASN teacher and implemented by teaching staff/PEF PSA	Qualitative data gathered including pupils speaking positively about the different strudctured activities in the week Pupil comments include for example wanting to stay on at school during the day because of a group activity planned for the afternoon Pupil comments include being very proud of their learning during these activities, eg cooking/baking Positive comments include families commenting on positive impact of the interventions	All pupils with a PEF allocations have SEBN - progress of intervention: • Improved social and emotional wellbeing measured by increased attendance overall for children in this identified group • Better engagement in classroom based activities with the elaborated timetable providing targeted, structured and productive small group time outside of the class	PSA support for children in different groups across the week

Wider achievements
Coileanaidhean nas fharsainge

- Participation in wide range of sporting achievements, including the McRobert Cup, Millburn Cup, Baillie Cup, Inter-school Sports
- After-school clubs supported and run by parents, staff and Highlife Highland have included: orienteering, athletics, basketball, football, multisports, dance
- School choir

- The Rotary Quiz and the EuroQuiz
- Enterprising Maths Competition
- P7 Residential trip
- Wide range of class trips
- Science visits to UHI and UHI visits to school
- Vue and Eden Court - Into Film visits linked to learning in literacy and HWB
- P7 leadership activities including lunch-time clubs - football, team games, construction and art club
- Rights Respecting Schools ambassadors - pupil participation from P1-P7
- JRSO - officers leading road safety campaign and awareness raising throughout session
- Range of cross school competitions including inter-house events
- Celebration of outside school achievements
- Event days such as Inshes Global Rights Gallery Day, World Book Day and World Cup Day
- Learning/engagement with Maths Week Scotland and Book Week Scotland
- Open afternoons with families involved engaging in the learning, notably the Rights Respecting Global Arts gallery in Term 4
- In the local news for the visit to the new e-station beside the school, our world cup event and the gallery

Comments from learners, families, stakeholders and staff
Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

- Our Care Inspectorate report following an unannounced visit in February was positive with a grading of Good in all areas:
    - Leadership
    - Children thrive and develop in quality spades
    - Children play and learn
    - Children are supported to achieve

The key messages included: Children were happy, confident and having fun
Staff were very nurturing and caring towards children
Staff were positive about the service and felt supported by the management team
Overall, staff were warm, supportive and committed to meeting children care needs
Parents were all complimentary about how friendly approachable and caring the staff were

- Parent Council
    - The school continues to have a positive and productive relationship with the Parent Council

- Pupil leadership
    - The school has opportunities for pupils leadership at all stages as Rights Respecting Ambassadors
    - There are further opportunities for leadership with the P6 JRSO team
- In P7, pupils have the opportunities to lead in a range of areas, from being House/Vice captain to sports leaders, art ambassadors and construction leaders
    - Pupil comments include:
        - ‘I’ve loved being house captain. It’s given me the chance to lead and speak in front of lots of different groups.’
        - ‘Being sports leader I’ve been able to work with different people - it’s been fun!’
- Our Highlife Highland coordinator commented this year on the high level of leadership skills displayed by our P7 sports leaders
- Our P7s were also praised for their teamwork and initiative on the P7 trip
- Comments on the P7 trip included:
    - ‘Being away has been the best!’
    - ‘I’ve loved every bit of it but especially the gorge; I never thought I would be able to do it and now I know I can!’
- Parent comments:
    - All parents who have have submitted end of session comments on their child’s reports have been positive about the learning and support their child has received this session
    - There have been highly positive comments about individual teachers and their approaches to support individual children
    - In particular, parents have praised staff for getting to know their child as individuals and working hard to meet their needs
    - One comment included: ‘You have made such a difference to my child’s this year. They have grown in confidence and self-belief - thank you!’
- The school has been singled out for its strong transition practice from ELC-P1 with the DHT sharing our approach with other settings
- Our good news events this session including the Global Rights Art Gallery and World Cup Day were celebrated in the newspapers

Capacity for continuous improvement
Comas airson leasachadh leantainneach

Using indicators from ‘How Good is our School 4’ together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
QI 1.3 Leadership of change	Good	Good

QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning
Prìomhachasan airson planadh airson leasachadh

- **Building inclusive practice and positive mental wellbeing**
- **Enhancing learning and teaching in mathematics**
- **Developing literacy**
    - **a whole school approach to spelling**
    - **improving writing attainment at first level (at P4 and P5)**
- **ASG priority: Building awareness of the Curriculum Improvement Cycle (CIC)**

Planning ahead
A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website www.inshes.blog or by contacting the school office.