

Summarised inspection findings

Inch View Primary School

Perth and Kinross Council

17 September 2024

Key contextual information

Inch View Primary School is a non-denominational school, serving the city of Perth in Perth and Kinross. The headteacher has been in post for seven years and is supported by two deputy headteachers. The school roll is currently 380, with 15 classes from P1 to P7. The school has a very transient population.

Of the school roll, 24% of children reside in Scottish Index of Multiple Deprivation deciles 1 and 2. The school currently has 51% of children who require additional support for their learning and 24% who are entitled to free school meals. There are 29 languages spoken across the school.

Inch View nursery class was inspected by the Care Inspectorate within the past 18 months, therefore, the local authority and headteacher had the option to include the nursery class as part of this inspection. We have agreed with the local authority and school that the nursery class is not part of this inspection. The findings set out below are for the primary school stages.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Across the school, children learn in calm, supportive learning environments based on the school motto 'ready for tomorrow' underpinned by 'ready respectful and safe'. The school's shared values of being creative, ambitious, respectful, and engaged underpin the nurturing and inclusive ethos evident in almost all classes. Relationships across the school community are very positive and staff know the children very well. Staff have a strong commitment to the United Nations Conventions on the Rights of the Child. As a result, children feel welcomed, included, and listened to.
- Children's behaviour across the school is very good. Staff have undertaken professional learning to support inclusion and relationships. As a result, almost all children are ready to learn and feel very well supported. Staff use strategies effectively and sensitively to support children if they become dysregulated.
- Staff use the school's learning and teaching framework well. This provides staff with a structure to plan learning, teaching, and assessment. As a result, there is a consistent approach to learning and teaching across the school. In almost all lessons, teachers' explanations and instructions are clear. They consistently share the purpose of the lesson and explain to children how to be successful. As a result, children understand what and how they will be learning. In a few lessons, children are involved in creating the criteria on how to be successful.
- Most teachers use a range of teaching approaches to motivate and engage children. When this works well, children are active in their learning and are given opportunities to be creative. In a majority of lessons, teachers use real-life contexts and scenarios to capture children's

imaginations. As a next step, teachers should continue to plan learning which encourages more creativity, curiosity, and time for children to lead their own learning.

- In most lessons teachers use appropriate tasks and activities to meet the needs of learners. Across all stages, a few children would benefit from greater challenge in their learning. In most lessons, the pace of learning is appropriate and ensures children are engaged and motivated. In a few lessons where learning is too teacher led or the pace is too slow, children become distracted and lose focus.
- Most teachers use questioning well to check for understanding and to engage children in their learning. As identified by senior leaders, teachers should now improve their approaches to developing higher order thinking skills to extend and deepen children's learning.
- A majority of teachers review learning at the end of their lessons. Teachers should develop this further to ensure that the information gathered at the end of a lesson is used to inform future planning. As identified by senior leaders, teachers should now begin to incorporate the development of skills into the planning and delivery of lessons. This will allow children to make connections between what they are learning and the skills they are developing.
- In a minority of lessons, teachers use digital technology well to support the learning of children. This includes the very good use of software to support children where English is an additional language.
- Staff in the early years have made a positive start to developing the learning environment to deliver play pedagogy. Senior leaders should continue to develop this practice further across the school, informed by national practice guidance.
- Teachers use a range of formative and summative assessments to monitor and evaluate children's progress in learning. This provides valuable and reliable evidence of children's progress and attainment. Teachers effectively use data provided to plan next steps in learning for most children and future planning for all children.
- Across the school, teachers provide children with positive feedback about their learning, particularly within literacy and writing. Most children receive ongoing verbal and written feedback. Senior leaders have correctly identified the need to develop a more consistent approach to providing high quality feedback across the school. This will further support children to have a clear understanding of what and how they can improve in their learning.
- Teachers engage in formal and informal moderation activities within and beyond their stage and with a partner school. In addition, there are moderation drop-in sessions and scheduled tracking meetings with senior leaders. As a result, teachers are confident using the national Benchmarks and making judgements about children's achievements and levels of attainment.
- Staff have recently reviewed and updated the establishment's approach to planning based on the four contexts of learning. This includes regular collaborative planning sessions between colleagues. Most children feel that teachers ask them about what they would like to learn in class, including choice of novel studies and forming 'Big questions' on what they want to learn.
- Teachers plan effectively for all areas of the curriculum, ensuring appropriate coverage of the Curriculum for Excellence (CfE) experiences and outcomes. They use local authority progression pathways appropriately to support planning for learning in literacy, numeracy and health and wellbeing.

- Senior leaders and teachers have termly tracking meetings, discussing children's progress, achievements, and attainment. They identify children who would benefit from additional support, then plan appropriate interventions and adaptations in teaching to meet the needs of children. This includes high levels of support across all stages for children where English is an additional language. As a result, prompt action is taken to support all children to make the best possible progress in their learning.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- By the end of this session 2023/24, most children at P1 and P7, and the majority of children at P4 achieved national standards in listening and talking. The majority of children at P1, P4 and P7 achieved national standards in writing. Most children at P1 and the majority of children at P4 and P7 achieved expected levels in reading and numeracy. A few children are exceeding national expectations in both literacy and numeracy. Most children who require additional support with their learning make good progress towards their individual targets.

Attainment in literacy and English

- Overall, the majority of children make good progress in literacy and English.

Listening and talking

- Across the school, most children listen well in class and interact respectfully during class activities and discussions. At early level, most children successfully follow and give instructions. As part of role play, they use new vocabulary in a confident and appropriate way. At first level, children talk confidently about their experience. They would benefit from having more opportunities to present their ideas to a wider audience. At second level, most children explain well the reasons for selecting texts they read for enjoyment. They engage well with others, building on the ideas of others.

Reading

- Across the school, children demonstrate a very keen interest in reading for enjoyment. At early level, most children ask and answer questions about ideas in a text. A few children read with fluency and understanding and make good attempts to read unfamiliar words. At first level, the majority of children read with fluency and expression. They summarise well familiar texts and make inferences from texts read. At second level, children describe well how authors influence the reader. The majority of children identify the main ideas of a text with appropriate detail. At P4 and P7 children would benefit from answering a wider range of questions about different texts.

Writing

- At early level, the majority of children write simple sentences using a capital letter and full stop. A few children write more than one sentence and use their knowledge of sounds well to spell unfamiliar words. At first level, most children start sentences in a variety of ways to engage the reader. They demonstrate a positive attitude to writing. At second level, almost all children create texts regularly for a range of purposes and audiences selecting appropriate genre, structure, and style. Their enjoyment of reading is reflected well in their writing. Across first and second level, the presentation of children's work requires improvement in a few classes. This includes punctuation, and the spelling of familiar and common words, for example, months of

the year. The new approaches to the teaching of writing are having a very positive impact on the quality of children's taught writing experiences.

Numeracy and mathematics

- Most children at early level and the majority of children at first and second level are making good progress in numeracy. A few children are making very good progress at each stage.

Number, money and measure

- At early level, most children read, write, and order numbers to 20. They use concrete materials to support their confidence in adding and subtracting mentally within 10. A few children are not yet confident in identifying and recognising numbers to 20. At first level, the majority of children make the links between multiplication and division. They confidently add and subtract within 100. They need to develop further their mental numeracy strategies. By the end of second level, the majority of children in P7 have good mental agility, complete calculations accurately and can justify the use of their chosen strategies. They now need to develop further their measurement skills to calculate the area and perimeter of shapes.

Shape, position and movement

- Most children at early level recognise, describe, and sort common two-dimensional shapes. The majority of children at first level know the four compass points and are aware that they each signify a quarter turn. At second level the majority of children demonstrate the use of eight compass points, and a few use 16 compass points. A few also use scale to describe and record a series of directions using these compass points. Children across the stages need further opportunities to develop their knowledge of the properties of three-dimensional objects.

Information handling

- At early level, most children are beginning to develop an understanding and use of charts and graphs. The majority of children at first level display and extract data and key information in bar graphs and explain the strategies used. By the end of second level, the majority of children describe ways that information can be presented including tables, graphs and charts. They recognise how this data is used in daily life for example, surveys and timetables. They would benefit from opportunities to use spreadsheets to display and present information.

Attainment over time

- The school has a transient population. As a result, each year cohorts of children can change quite significantly. Many children who join the school are new to Scottish education. This can impact on the number of children attaining national standards. Senior leaders and teachers effectively track and monitor the progress of individuals, groups, and cohorts of children in literacy and numeracy. Due to the transient nature of the school population, senior leaders maintain clear tracking overviews to demonstrate individual children's progress throughout their time in the school.
- The school has a significant number of children who have English as an additional language (EAL). Almost all children with EAL are new to English. By the time they leave in P7, most children make very good progress in their learning.
- Children's attendance is below the national and local authority average. Senior leaders have taken positive steps to improve individual children's attendance, including soft start strategies and access to the breakfast club. This has resulted in improvement of attendance for individual children.

Overall quality of learner's achievements

- Children benefit from opportunities to contribute to and lead, areas of school improvement. These include involvement in the rights respecting schools' group and serving as digital leaders and sports ambassadors. Children develop important leadership, communication, and teamwork skills through these opportunities. This supports them to make a positive contribution to the work of the school.
- All children are encouraged to participate in a range of activities facilitated by enthusiastic and highly motivated staff. These include opportunities during and after the school day. Most children regularly take part in wider achievement opportunities which help to further develop their skills and experiences. These experiences include crafting, debating, drama, gardening, sports, and friendship groups. Some of these experiences are delivered by key partners, including Active Schools.
- Senior leaders and staff regularly track the wide and diverse range of children's achievements to monitor participation levels. This helps staff to identify those children who may be at risk of missing out. Staff discretely target appropriate experiences for those children and make suggestions of groups they may wish to join. As planned, senior leaders should continue to develop the tracking system to include the skills that children are developing through these experiences.

Equity for all learners

- Pupil Equity Funding (PEF) is used effectively to support a wide range of opportunities for children who face socio economic disadvantage. This includes the provision of additional staffing who support literacy, numeracy, and wellbeing of targeted children. Most children living in areas of deprivation are on track to attain expected CfE levels in literacy and numeracy. Those not on track are supported well to make progress in their learning. There is evidence that planned interventions are successfully working to close the poverty related attainment gap. As a next step, senior leaders should ensure that all key stakeholders, including parents and children, are consulted on the use of PEF.
- Children and families benefit from a range of supports which enable them to access school. There are items of school uniform available to children who may require it, a breakfast offer for children in receipt of free school meals and free fruit snacks available for children in all classes across the school.

Context

The Intensive Support provision (ISP) provides additional support for children who experience significant barriers to learning. The 20 children attending the ISP are placed there through an authority transition panel. Children attending the ISP access their education through the Fir and Ash classrooms, an outdoor area and sensory room. In addition, children can be included in mainstream classes for part of the school day, where appropriate, to meet their learning needs. Most children attending the ISP have needs consistent with the autistic spectrum (ASD). The ISP are currently experiencing staff changes, with new staff to post.

QI 2.3 Learning, teaching and assessment

- Most relationships across the ISP are positive and throughout the day, the majority of children engage well in the tasks and activities. Children's rights are respected and there are examples of enjoyable, motivating learning experiences. Daily routines minimise children's levels of stress and anxiety when entering school and moving between classrooms.
- Staff undertake environmental audits to ensure classrooms are inclusive and supportive for the children. These focus on the physical environment, the social environment, structures and routines. As a result, staff work together well to ensure that children can be successful and responsible. In the ISP, staff should continue to regularly review and plan for the effective use of classroom space. In addition, children should continue to be involved fully in decision making about their learning.
- Staff know children well and most have an appropriate understanding of children's individual learning needs. They undertake professional learning which improves their practice and helps them to understand the needs associated with ASD. The majority of staff use children's interests well to stimulate learning and sustain concentration for short periods of time.
- All staff are aware of the importance of developing children's communication skills and social interactions with peers and with adults. They undertake professional learning which improves their practice and helps them to understand the needs associated with ASD. This includes effective partnership with an external agency to develop the use of technology to support children's communication. Staff provide visual timetables and symbols and a few learners make effective use of these communication aids to help them make choices and express themselves. As planned, senior leaders should continue to develop the use of this communication strategy across the school. In doing so, there is a need to ensure the range of communication approaches used within the additional resource class are in place for children learning alongside their peers in mainstream classes.
- Curriculum for Excellence literacy and numeracy progression planners and developmental milestones guidance, provide a well-considered framework for planning. The children's experiences link well to the guidance and each child has a personalised visual timetable that they follow. Planned activities include direct teaching, independent learning and self-directed play. Adults work well together supporting the children and each other to achieve learning intentions and success criteria. Ongoing formative assessment in children's written work accurately shows children's progress during planned learning.
- The recent instability in staffing has impacted on approaches to monitoring and tracking children's progress in communication and across the curriculum. As a result, there is variability in tracking and monitoring children's progress in their communication, literacy, numeracy,

health and wellbeing as well as across the curriculum. Senior leaders are in the process of developing more consistent and rigorous approaches for staff to track and monitor children's progress across the two ISP rooms.

QI 3.2 Raising attainment and achievement

- Across the ISP, most children make satisfactory progress in literacy and English and numeracy and mathematics. The majority of children make good progress in listening and talking and improving their communication. A few children make good progress in self-regulation and developing strategies to work collaboratively with adults and their peers.
- The majority of children have very good attendance and children attending less than 90% are monitored carefully and appropriate supports are put in place. A few children have recently improved their attendance.
- Older children attend the breakfast club and follow hygiene routines to serve breakfast to their peers. They enjoy this activity and develop confidence interacting with children from the mainstream classes. A few children develop their independence and confidence joining their mainstream peers in the school's morning 'Smart Start'. This is resulting in children being settled in the morning and motivated to learn.
- Staff place a strong focus on equity for all children. They are proactive in including children in the life and work of the school. As a result, children are developing valuable skills in real-life contexts. Most children within the ISP access mainstream classes on a timetabled basis giving them opportunities to apply their communication and self-regulation skills and learn alongside their peers. The school should continue to maximise opportunities for children to access mainstream provision where appropriate.

Other relevant evidence

- The ISP has experienced changes in staffing and there is a need for sustainable improvements that will ensure all children make very good progress in their learning. The ISP self-evaluation document provides clarity in strengths and next steps in taking forward improvements. Recent support and professional learning outlined in the document shows reflections on the quality of the provision that needs addressed. There is a need for clarity in roles and responsibilities of the tracking and monitoring of children's progress across the ISP in line with children in the mainstream classes.
- The school has a very well-resourced and attractive school library. Children benefit from their weekly visits to the library and are able to borrow books to take home to read. Positively, children help to choose the books they would like for their library. Older children play an important role in promoting reading for enjoyment across the school. They make recommendations to others. The library and a wide range of reading for pleasure initiatives is impacting very positively on children's interest in reading. Children and staff have worked well together to establish a strong culture of reading for enjoyment across the school.
- Senior leaders and staff have a focus on ensuring that all children and families are well supported through their inclusive approach. They ensure that they are signposted to organisations and interventions that can support them, including the cost of the school day. This includes direct referrals to the welfare rights team and appropriate charitable organisations.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.