

Standards and Quality Report

2023-24

Invergarry Primary School and ELCC

HIGHLAND COUNCIL | INVERGARRY PRIMARY SCHOOL, INVERGARRY,
PH35 4HG

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we are progressing towards achieving these positive outcomes and changes.

Our School

Invergarry is a non-denominational Primary School with two classes. The school is located in the village of Invergarry, serving the communities of Laggan, extending three miles to the south and Glengarry, from the village of Invergarry to Kinloch Hourn on the coast twenty-six miles to the west. Part of the school dates back to 1868, although there have been a number of alterations and extensions over the years.

The School grounds are an important feature with a long-term development plan incorporating provision for play and conservation.

The School has a strong sense of identity within the village and has fostered positive links with its community, particularly Invergarry Church, the Glengarry Community Woodland Trust and Glengarry Community hall and we will continue to actively work to build strong relationships.

We believe that this kind of partnership, in which both the school and the community contribute directly to the strengthening and development of each other, can provide a firm foundation for both learning and community development.

The role of the school is at present 15, plus 3 children in the nursery.

We have 2 composite primary classes. The P1-4 class teacher also acts as Additional Support Needs teacher, the P5-7 class teacher is also the Principal Teacher of the school. We have 2 Pupil Support Assistants. Our Headteacher is a Cluster Head of both Invergarry and Spean Bridge Primary Schools.

Our School Vision, Values and Aims

Vision Statement

At Invergarry Primary School, our vision is for an inspiring, caring, creative and challenging learning environment, where everyone is valued; we all understand and respect diversity; and where children recognise their strengths and abilities and are challenged to achieve their fullest potential. Our vision is for a school in which everyone takes responsibility for shaping their learning and for developing essential skills for now and for the future.

We value the partnership between school, parents and the community with a shared responsibility for achieving our vision.

Mission Statement

At Invergarry Primary School our ambition is to create a welcoming school environment in which all members of the school community demonstrate the values of respect, responsibility and tolerance, in an environment where everyone is treated equally and children play happily together and there is no bullying.

We aim to create an ethos in which staff are approachable, understanding, and establish open channels of communication with all stakeholders within the school community and also within the wider local community.

It is vital that we have enthusiastic teachers who have a good understanding of children's individual needs; who have high expectations of children's learning and behaviour; and who make learning fun! We aim to nurture confident, curious, enthusiastic children in an environment which is fair, supportive and flexible, and in which children have the opportunity to pursue their own interests.

We believe that to succeed in the 21st century, we need to provide a wide range of opportunities for all in order to foster the social, emotional, physical and intellectual development of each child, in which the outdoors provides a valuable learning context.

Children need to develop valuable social skills such as interacting with others, making friends and learning how to communicate effectively; they need to develop as independent learners and thinkers with a set of positive values to guide them throughout their lives.

We aim to support all members of our school community to recognise their role as global citizens; to make informed decisions; to take responsibility for their actions and to actively contribute to local and global communities.

Our School Values:

- Caring
- Respect
- Responsibility
- Trustworthiness
- Fairness
- Achievement

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

- keeping us safe and know our rights/protected
- making work/learning fun and challenging
- We trust all the adults and feel supported/listened to
- we have hot school lunches
- we raise money for charity
- we often choose what we are learning/playing
- we do a lot of trips out

Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

- More inclusivity work between girls and boys/less separation
- More bins in the woods
- More history learning
- Wider range of sports apparatus
- some school lunches to be better
- More after school activities
- Learn different languages
- Basketball nets
- Longer outside break
- Choose lunch daily instead of for 2 weeks ahead
- More time on Maths Prodigy

Our Improvement Journey Headlines Session 2022/23

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

Improvement Project 1: Improving Learning and Teaching (ASG Focus – small tests of change)

Primary focus: All children engage more readily in learning and will receive quality input, thinking time, deliberate practice and informed feedback. To maintain the high level of learners reporting that they are motivated to learn whilst at school

Year of Project: 1

Purpose: By June 2025 all children should have shown value added improvement

Progress and impact: Staff are more aware of what we are teaching across the school and through lessons observation and self evaluations as well as focus on learning impacts through better evaluative assessment processes, can see significant improvements in learning across each year group.

Next steps:

- Embed teaching evaluations/observations and continue to use Sofa's to analyse effectiveness of quality and teaching

Improvement Project 2: Better Partnerships

Primary focus: Improve community and parent links

Year of Project: 1

Purpose: During covid parents couldn't enter school. It is now important after discussion with school stakeholders to ensure the school is a centre point for community events and learning

Progress and impact: Parent events have been organised every term and community links with the lunches in the community hall

Next steps: Maintain parent invites each term to varying events and continue to work with the community with Tuesday community lunches. Survey parents to see if they feel enough events are being run and they feel part of the schools community

Improvement Project 3: Improve Assessment and Moderation Strategies

Primary focus: Knowing improvement has been made through various ways

Year of Project: 1

Purpose: Establish needs by gathering baseline information via teacher survey around confidence in giving informed ACEL judgements based on benchmarks. Working time agreement discussed with time set aside for Moderation across school, ASG and wider. INSET day to share the priority with Teaching Staff/ELC staff and time set aside to refresh understanding of the Moderation Cycle. Collegiate session to work together on Assessment Calendar for the session both in classes and in ELC. Training with staff with QAMSO lead around how to construct High Quality Assessments.

Progress and impact: Parents and children do not like the new high quality assessments and we have worked with them this year to revise our key assessments so that parents and children feel they understand and can relate to these more.

Next steps: More moderation exercises will be required in 2024/25 between Spean and Invergarry to increase knowledge on judgements.

Improvement Project 4: Embed rights and responsibilities as defined under the UNCHR charter

Primary focus: To further develop Rights respecting school through achieving Rights respecting schools award (RRSA) silver award

Year of Project: 1

Purpose: Health and wellbeing, participation, autonomy and collaboration and understanding of rights has been noted as being of particular importance to develop. The work to achieve bronze RRSA has laid the groundwork for this and working towards silver enables the school to have a roadmap to support the development of these skills.

Progress and impact: Rights and responsibilities have been a key focus this year with many pupils and parents commenting on how the children have learned and appreciated the knowledge around these both for themselves and knowing and understanding the rights of others too. We received the Silver award on Children's Rights from the UNHCR.

Next steps: Continue to focus on rights in school, using the language wherever possible and writing about these, to work towards Gold by the end of this year.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
1.3 Leadership of Change	good
2.3	good

Learning, teaching and assessment

3.1 good
Ensuring wellbeing, equality and inclusion

3.2 good
Raising attainment and achievement

Our children and young people believe we have made the following progress this session:

Theme 1 good
Our relationships

Theme 2 good
Our learning and teaching

Theme 3 good
Our school and community

Theme 4 very good
Our health and wellbeing

Theme 5 good
Our successes and achievements

Our overall evaluation of our school's capacity for continuous improvement is:

Planning Ahead

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website (<https://sites.google.com/highlandschools.net/speanbridge/home>) or by contacting the school office.