

Standards and Quality Report

2021/22



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 Kinlochhourn 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 roll of the school is at present 27, plus 2 children in the nursery.

We have 2 composite primary classes. The infant class teacher also acts as Additional Support Needs and Nursery Management Teacher, the upper class teacher is also the Principal Teacher Manager of the school. We have a third member of the teaching staff that works 1 ½ days in each class to release the main teacher for other duties and CCR. We have 4 Pupil Support Assistants (3 part-time). 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; where 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; where 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:

- Trips are good, particularly residential
- School meals
- Learning is good, particularly the numeracy
- Sorting out arguments amongst children
- Planning projects (Topic work)
- I enjoy all the art work
- If you need help its explained to me well
- A good balance of work
- If you have a problem you are listened too
- Never bored in school
- I like that we always have new things in school
- I think we are very organised and know where everything is
- If the work is too easy we can ask for something more challenging

Caring, Respect, Responsibility, Fairness, Trustworthiness, Achievement

- Lots of good equipment
- I feel safe in school
- It very clean and hygienic
- Always new projects to get stuck into
- Get to experience new skills

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.

- Make playground games at lunch a little shorter
- People need to be more respectful of the P7 when their doing games
- A bigger range of group reading books
- Sometimes split the reading groups so that there is more choice
- More Maths and Art in lessons
- More choice of musical tuition lessons
- P7 and P6 have harder spelling words
- Make numeracy harder
- Games at end of day, do some skills work
- Make sure materials are stocked up in draws
- Do some more shinty in school
- Some people might appreciate more prescription during free time
- Weekly quiz at end of week
- Rota for bean bag use

Our Improvement Journey Headlines Session 2021/22

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:

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose:

Recovery of Learning, Health and Wellbeing

Progress and impact:

We are making very good progress toward School Improvement in supporting the Health and Wellbeing of our school community.

To measure the impacts of COVID-19 and supportive HWB interventions in school, staff have been working collaboratively to develop a Healthy and Wellbeing profile appropriate for each stage in school to be complete twice each session and reported to parents.

In the next session we are rolling out an enhanced annual HWB check based on research and informed by the Local Authority's development work in this area.

Explicit teaching of Social Skills has been delivered through weekly whole school assemblies (online and in person when allowed), displays in classrooms, Class Charters, Circle Times, Health and Wellbeing groups and Focus groups with ASNT.

We have made good progress to improve equity and positive outcome for all by utilising PEF funds to further develop our nurturing approach by employing a teacher 0.1 FTE and

utilising online Boxall profiling tools for targeted pupils, who have been identified through Child's Plan review meetings. This intervention in conjunction with support from a CSW has had a very positive impact on the Wellbeing of all our learners, decline in reported playground incidents, few staff-pupil incidents reported and increased ability to resolve conflicts between learners independently.

We have further developed our Outdoor Learning approach; gardening projects, photography project with partners, residential trips, and regular and planned use of our fantastic natural setting.

When we were allowed, we created and embraced opportunities for social opportunities with wider groups of learners in the ASG to help recover from the isolation of a rural community during the pandemic. We embraced the opportunity to bring families back into the school community for assemblies, open days, and celebration events.

The refurbishment of the old school building was completed in the 2021-22 school session to include the GP room and nursery. The new and up to date facilities are a major improvement to previous provision in the areas of heating, damp, light levels and accessibility which will have a positive impact on health.

Another significant improvement to the Health and Wellbeing of our learners has been the start of daily hot meal service. This have been very well received by parents and learners with nearly 100% uptake of hot meal service daily, increasing the variety of foods children are exposed to and ensuring their diets are healthy and well balanced.

Very good progress has been made in this area.

Next steps:

- Embed annual Wellbeing survey and analyse results in tracking meetings
- Embed Decider Skills into school Community
- Continue to develop opportunities for wider socialisation of learners with peers in ASG

Improvement Project 2:

Primary focus: School and ELC improvement

Year of Project: 2

Purpose:

Recovery from COVID-19 Impacts: Teaching and Assessment

Progress and impact:

In Invergarry Primary School we have made good progress in improving outcomes for Learning, Teaching as Assessment.

Staff have met and embedded ethos of the Recovery Curriculum with strong focus on Literacy and Numeracy. The recently developed Curriculum Map with High Quality Assessments has been embedded into planning and tracking to ensure breadth of assessment focus and reporting to parents.

Staff have worked collaboratively to develop stage appropriate Pupil Profiles for continuous reporting. 2nd level pupils work with increasing independence to build an online profile using digital skills acquired during lockdowns, we have developed an ASG approach and template to 2nd level reporting to support transition to the next phase of learner's journeys. Teaching staff are utilising digital skill acquired during lockdowns to continue dialogue with parents as partners, enhance teaching, support pupils with ASN and build pupil independence in learning.

We have made good progress in the Recovery of Learning, Teaching and Assessment.

Next steps:

- Adapting and embedding a flexible approach to Curriculum Map to further reflect widening experiences as they come back online and opportunities that arise
- Work with in ASG for Standardisation and Moderation
- Work within LA framework to secure sustainable teaching staff for Spean Bridge PS
- Ensure regular tracking meetings can take place amid staff shortages

Improvement Project 3:

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose:

Improve attainment in 2021/22 session (focusing on identifying new or widening gaps caused by COVID-19 disruption)

Progress and impact:

Invergarry Primary School maintains high levels of achievement for pupils in all areas with 63% achieving the expected level for their stage in Literacy and 72% achieving the expected level for their stage in Numeracy.

We have a proportionally high level of ASN in school with 23% of our pupils with Level 3&4 ASN, but through a change of ASNT teacher to a long serving member of teaching staff who is full time in the school, effective and planning and assessment is in place to ensure these children are making good progress in IEPs.

Teaching and Support staff in Invergarry know learners very well, in part due to the nature of small schools but they are also focused on meeting the individual needs and valuing the strengths of each learner.

Pupil independence and careful tracking of each aspect of learning is a strength of our P1-4 teacher who also acts as ASNT. A flexible and robust approach to planning for individuals and groups is evident in daily practise with a strength in the skills and knowledge of Pupil Support Assistants effectively used to meet needs of learners across a multistage composite class.

Learners have a strong voice in Invergarry Primary and in the P5-7 class consultation and pupils choice are embedded in daily practise for planning approaches and learning activities.

A dip in attainment in Writing has been identified, this fits with the larger regional picture with the impacts of COVID disruption in schools. We will be working with ASG in the 2022/23 session to develop strategies to improve attainment in writing across the levels in all of our schools.

Staff in Invergarry will also be trained in 2022/23 session on the new Highland Literacy for All to identify pupils who are not achieving, plan and implement interventions, evaluate and plan next steps to ensure we are meeting the needs of all pupils especially those with neurodivergent skills.

Next steps:

- Implement termly tracking meetings with Class Teachers and Head Teacher

- Continue to deploy class teacher as ASNT to provide continuity and high quality support for staff and learners

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
Leadership of Change	1.3 Good
Learning, teaching and assessment	2.3 Good
Ensuring wellbeing, equality and inclusion	3.1 Very good
Raising attainment and achievement	3.2 Good

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

Theme 1 Our relationships	Very good
Theme 2 Our learning and teaching	Very good
Theme 3 Our school and community	Good
Theme 4 Our health and wellbeing	Very good
Theme 5 Our successes and achievements	Very good

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

We have some concerns about our capacity for continuous improvement.

We feel the need for secure and sustainable staffing be put in place for our school in a timely fashion to allow continuity and progress in school improvements. The Head Teacher is undertaking the Into Headship qualification this year. To streamline workload, one of the school improvement plan projects will be the focus of the strategic change initiative aspect of this learning.

Planning Ahead

Full details of the school's 2022/23 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.