



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Invergarry Primary School and ELC



Introduction: Local and National Context

Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework *How Good Is Our School?*⁴ are referenced.

Links to these sources (and others referenced) can be found here:

[National Improvement Framework Improvement Plan](#)
[HGIOS? 4](#) and [HGIOELC](#)
[Health and Social Care Standards](#)
[National Gaelic Language Plan](#)

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%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report provides important information regarding our school's progress to date and our next steps in school improvement.

Self-evaluation for self-improvement is at the heart of what we do. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

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. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for 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 to shape our improvement journey.

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



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Malcolm McGregor

Cluster Head Teacher

Spean Bridge and Invergarry Primaries and ELCs

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.

Delete yellow instructions and what is not relevant to your context

All primary schools to include

Attendance
95.39%

Average Class Size
8

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
16 (+3 nursery)

Teacher Numbers
2

Pupil Teacher Ratio
8:1

Invergarry Primary School is located in a rural setting serving the local community of Invergarry and small isolated residences along the A87 trunk road, west of the Great Glen.

There are 16 children attending the school and 3 children in nursery, ranging from N4 - P7. P1 - 7 are taught together in a two multi-stage class and there is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Invergarry and Spean Bridge Primary Schools. The headteacher is supported by a principal teacher.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Most children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Very good progress

Writing

Good progress

**Listening and
talking**

Good progress

Numeracy

Good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Enable every child to achieve their full potential, in an inclusive, caring environment; to be lifelong learners and develop skills for learning, life and work; to become responsible citizens equipped for the challenges of the 21st century.

- Our School Aims were developed by the whole school community in Session 23/24 For our pupils to have an understanding of the world around us and the importance of the natural world and our importance in it.
- We want our pupils to leave school with the skills they need to continue to learn and contribute to society.
- We want our pupils to leave school with attributes which reflect our school values.
- We want our pupils to leave school with excellent numeracy and literacy skills, knowledge and understanding which open the doors they need them to, and which reflects their very best.
- We want our pupils to love learning
- We want our pupils to be able to understand themselves and what makes them unique individuals
- For our pupils be able to communicate and work co-operatively with others

This is achieved by Working Together, Learning Together and Growing Together with an ethos of Respect, Kindness, Safety, Fun and Resilience

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:

Assessment & Moderation, Collaboration

Purpose: Increase staff understanding re moderation and supporting judgements, focussing on Literacy and numeracy towards better attainment

Progress:

- ✓ Staff using tools to support moderation
- ✓ Analysis of SOFA's and interventions
- ✓ Accurate judgements made
- ✓ Improved teacher confidence in making ACEL judgements

Impact:

- ✓ Moderation exercises have taken place across schools and improvements made in terms of confidence in assessing levels
- ✓ SOFAS carried out more regularly and staff are now using these to make interventions and education plans from these
- ✓ Staff are now making sound judgements in terms of levels in Numeracy and literacy, and confidence is high
- ✓ ACEL judgements are now made confidently, and children's attainment has increased because of accurate and careful targeting

Next steps: We now need to collect data more consistently to sustain the judgements by meeting more regularly with schools and other stage partners.

Pedagogy

Purpose: Developing pedagogy now that P1-7 is together as one class all afternoon

Progress:

- ✓ Pedagogical approaches have been developed to support joined class in the afternoon
- ✓ Success has been measured to assess good engagement across all levels and differentiation is sound
- ✓ Impact has been measured through student's feedback, classroom observations and performance data
- ✓ AFL framework was used successfully to adapt the curriculum as the year progressed

Impact:

- ✓ Teachers have taken on subject areas they like to teach and shared what the children will be learning. Regular meetings have checked full breadth of curriculum and children's voice
- ✓ High levels of impact have been measured in terms of sharing schemes to check for differentiation and staff have feedback that classes in the afternoon are being enjoyed
- ✓ Children have been asked for their input into subject areas in the afternoon and changes made to increase engagement through choice. Performance data has been utilised to check impact of changes and report good increases in attainment in line with expectations
- ✓ The curriculum has been adapted regularly to support individuals (e.g. PE moved to beginning of afternoon) and based on assessments, pupil feedback and observations.

Next steps: The curriculum will be continually monitored and adapted, as next year the class dynamic will change again as we move to one class all day. Approaches learnt this year in terms of regularly meetings, observations and assessment will for a major part of continual monitoring throughout the year.

Rights Respecting

Purpose: To Continue with our rights respecting school's agenda and work towards

Progress:

- ✓ Continuation of and building the children's understanding of UNCHR
- ✓ Children can share how their rights impact theirs and others lives
- ✓ Relationships are positive and founded on dignity and mutual respect
- ✓ Children are safe, protected and know what to do if they need support
- ✓ Children know their views are taken seriously and have taken action to promote these locally

Impact:

- ✓ UNCHR has continued to take high priority in assemblies, circle times and tied into learning in the classroom where relevant. Classes have continued to look at rights where the classroom is concerned each term and these are expanded in health and wellbeing lessons
- ✓ Children have developed an excellent understanding of their rights in circle time, assemblies and during specific sessions in health and wellbeing.
- ✓ Children have developed very positive relationships with each other, staff and the community with regular community events
- ✓ Children have been asked if they feel safe and protected in school through circle time and surveys carried out during the school year in Health and Wellbeing lessons. In surveys all children felt at least reasonably safe and protected and most said they felt very safe and protected.
- ✓ Pupil council meetings have taken place regularly during the school year and feedback/ actions shared with the school in classes

Next steps: More direct lessons and a campaign will need to be initiated next year as head towards Gold award UNCHR status.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil Support Assistant employed with Pupil Equity Funding (PEF), supporting learners with specific literacy needs and welfare. This will continue into session 2025/26.

Wider achievements

Coileanaidhean nas fharsainghe

Shinty – we have many players representing Invergarry Shinty Club, competing in a variety of age groups with success

Athletics – representation at Lochaber Athletics and Inter School Championships

Music – most pupils regularly attend Gaelic Music with school, some attend Lochaber Music School, and we have pupils playing the Violin, Cello, Pipes and Recorder

Pupils participate regularly within the local community, events such as the 'Craic', fundraising, Highland Games and charitable events.

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Extra-curricular activities are well received, with opportunities for outdoor play and outdoor learning part of the curriculum.

Opportunities to improve home learning for the family.

Opportunities to improve communication

Opportunities to improve the vision for the school, with investment from senior management

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

We Will:

1. Improve our communication for attainment and progress
 - share important assessment data for P1, P4 and P7 (National Standardised Assessments)
 - share important assessment data for P2, P3, P5 and P6 (Scottish Online Formative Assessments)
2. Commit to Learning Profiles to share progress;
 - Two formal reporting points in the session (November and May)
 - One Share the Learning event per term, per class
3. Develop an ambitious rationale for learning and teaching.
 - Strive to have attainment for P1, P4 and P7 at or above the National Average, for most learners

Stop Start Continue:

Stop:

- Activities and approaches that add no value to attainment and achievement

Start:

- Play-based rationale Early Years, P1 and P2
- Experiential opportunities for all
- Learner Profiles
- Invest in our Support Staff

Continue:

- Outdoor Learning and Outdoor
- Well-being at the heart of everything we do
- Varied and value-added experiences for all
- Regular newsletters
- Open-Door rationale for meeting teachers and Head Teacher
- Duty of Candour to support all concerns raised

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 or by contacting the school office.