

"Working together to inspire learning and achievement in Highland Communities"



Standards and Quality Report

The Highland Council
Education, Culture and Sport Service

Invergarry Primary School

June 2016

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

Our Aims:

To encourage pupils to become Successful Learners by:

- Providing opportunities for them to use their imagination and creativity within a broad and balanced curriculum
- Developing a stimulating and challenging learning environment, following their interests, in which they can develop skills for learning, life and work.
- Regularly monitoring and reviewing pupil progress.
- Ensuring that the quality of Learning and Teaching experiences meet pupils' needs.
- Fostering in each pupil, a positive attitude to independent learning
- Developing higher order thinking skills

To encourage pupils to become Confident Individuals by:

- Creating an ethos of achievement
- Celebrating their successes and accomplishments.
- Planning in partnership with parents/carers and multi-disciplinary agencies.
- Teaching them the skills of self-assessment and target setting.
- Continuing to develop the Health Promoting Status of the school.

To encourage pupils to become Responsible Citizens by:

- Endorsing a sense of fairness and respect for culture, gender, race and religion.
- Providing opportunities for decision-making in a variety of situations.
- Creating opportunities for pupils to work together so that they learn to share and compromise.

To encourage pupils to become Effective Contributors by:

- Providing an environment in which all pupils feel welcome, safe and valued.
- Promoting an inclusive approach to Learning & Teaching.
- Encouraging pupils to play a vital role in their community.
- Developing good communication skills, which will enable them to tackle problems, discuss community issues and respect the opinions of others.

To provide opportunities for the continuing professional development of all staff by:

- Ensuring that all members of staff have a clear remit and are committed to Professional Review and Development
- Ensuring that Continuing Professional Development is well planned and matched to identified staff and school needs.

The Core Areas of our Practice

This report summarises the strengths of our school, our recent improvements and what needs to improve further. We gather this information throughout the year in a variety of ways so we can make sure our report is as accurate as possible. We take time to compare what we do with national examples of best practice. We visit each others' classes to share standards in learning and teaching. We look at children and young people's work to see how they are progressing. We cross mark work. We make use of factual data and information, including attainment results, responding and adapting our teaching in line with children's needs. We assess using our own expertise, standardised testing, cross marking and results tracking. Children peer assess and self assess. We gather the views of children, parents, staff and members of the local community. We use all of this information to arrive at our view of the quality of education we provide.

Our Key Strengths

- Pupils have a strong voice in the school and nursery; their contributions are listened to, acted upon and valued.
- We plan a wide range of opportunities for pupils to work together on interdisciplinary projects, in mixed ability and mixed stage groups across the school. They work effectively together and support each other well.
- Pupils have an extensive range of opportunities to achieve success outwith the school, including sporting events, arts events, and competitions, and their achievements are celebrated.
- The school has a strong equality and diversity ethic.
- Staff know all the children well and identify their individual needs.
- Nursery has strong parental partnerships and parents are involved with the children's learning.
- We have a strong and active Parent Council who support the school well. School events are well supported by parents.

Our Improvements this Session

- 1+2 Languages has been implemented effectively in Primary 1-4.
- We have implemented a new health and well-being progression continuum, for planning and assessment.
- We have developed systematic approaches for assessment, tracking and monitoring in the core subjects using progression frameworks
- We have continued to develop skills for learning, life and work through our focus on Bloom's Taxonomy Higher Order Thinking Skills, tuck shop, committee work, playground leaders, peer mediation training
- We have begun to develop the school grounds for children at early level, with the support of a dedicated parent group and partnerships with Glengarry Community Woodland and Trees for Life.
- We reviewed our 'Partnership with Parents' policy and developed a new framework to engage parents in their child's learning.
- We have focused on a range of differentiation strategies to successfully meet individual needs.

Our Priorities For Improvement for Next Session

- Review learning for sustainability curriculum and plan next steps in light of new eco-schools guidelines and accreditation
- Develop the outdoor learning curriculum for all children across the school
- Develop collegiate curricular planning at early level to share standards and methodologies in literacy, including emerging literacy assessments and early level progressions
- Continue to implement 1+ 2 languages, as per Highland Council's development plan
- Continue to develop skills for learning, life and work, within the context of other improvement priorities
- Implement peer mediation practices
- Continue to develop maths planning framework
- Review 3 year Curriculum cycle, in view of Highland Council's cyclic plan and update curriculum rationale.
- Develop and participate in curricular development, sharing standards and moderation activities across the ASG.

1. How well do young people learn and achieve?

1.1.Improvements in performance

- *Standards of attainment over time*
- *Overall quality of learners' achievement*
- *Impact of the School Improvement Plan*

2.1 Learners' experiences

- *The extent to which learners are motivated and actively involved in their own learning and development*

What we do well:

- We actively promote equality, inclusion and diversity through daily interactions, class lessons and in assemblies; in both primary classes, we have a 'class charter' based on the United Nations Convention on the Rights of the Child, which the children developed themselves as part of our journey towards becoming a rights respecting school.
- Pupils have a strong voice in the school through their committee work; each child is on a school committee; children are regularly asked their opinions about most decisions which affect them eg topic work, school trips, residential visit activities, playground rules, etc.
- We have established positive community links including: Invergarry Church, Glengarry Community Woodland, Trees for Life charity, Ranger Service, Lochaber Environmental Group.
- Pupils are developing skills for learning, life and work:
 - o Higher order thinking skills through our on-going focus on Bloom's Taxonomy of Thinking Skills
 - o Social skills through mixed age/stage co-operative learning approaches.
 - o Tuck Shop (organisation, team work, cooking, financial skills)
 - o Playground Leaders (leadership, teamwork, organisation, timekeeping)
 - o Committee membership for every child
 - o Conflict resolution skills through Peer Mediation training delivered to children in P5-7
- We work hard to involve parents in their children's learning through regular newsletters, questionnaires, curriculum information sessions, open afternoons, sending home the termly organiser, involving parents in Theme weeks, inviting parents to special assemblies/services, website
- Overall our learners are successful and are making good progress; attainment across the school is very good for most pupils
- Pupils contribute effectively to the life of the school and the wider community in a wide range of ways eg committees, open days, charity fundraising, local competitions
- Pupils have a wide range of opportunities to achieve success outwith the classroom (skiing, swimming, sporting events, arts, local and national competitions). Pupils' wider achievement is celebrated through Personal Learning Planning, records of achievement/My Learning Journey (nursery), achievement walls (primary) and through assemblies
- Children take responsibility for their own learning resulting in positive motivation and engagement
- We use whole school (from nursery to P7) tracking and progression documents in Numeracy, literacy and health and well-being to monitor and record progress and promote effective curricular transition.
- We use evidence from the Assessment for Excellence results to target developments in maths and reading.
- Staff develop meaningful and relevant contexts for learning; topics/lessons are based on the children's interests and prior knowledge. Lessons are fun and inspiring with staff using active and co-operative learning approaches and taking a formative approach to assessment.
- Children across the school work in mixed co-operative learning groups on eco-school and global citizenship initiatives. These groups identify the direction their learning will take, assess and evaluate their learning and develop important social skills.
- We use a team teaching approach built on shared planning in curricular areas such as Eco-schools, Theme Weeks and Global Citizenship
- Children throughout the school benefit from the rich outdoor learning environment for activities

including: eco-activities, science and technology, art and writing

- Pupils take responsibility for reviewing their learning across the curriculum, setting goals and recognising their wider achievements through personal learning profiles/learning logs
- Nursery profiling ensures staff have a very good understanding of children's learning and development.
- Pupils evaluate their learning on a weekly/daily basis and also at the end of topics and record this within their personal learning plans.
- Evaluation pages are made with the floor books in the nursery.

What we need to work on:

- Further develop outdoor learning for all children across the school in partnership with the forest rangers, Crofting Connections, Glengarry Community Woodland, Trees for Life
- Continue to develop skills for learning, life and work

2. How well does the school support young people to develop and learn?

5.1 The Curriculum

- *The rationale and design of the curriculum*
- *The development of the curriculum*
- *Programmes and courses*
- *Transitions*

5.3 Meeting learning needs

- *Tasks, activities and resources*
- *Identification of learning needs*
- *The roles of teachers and specialist staff*
- *Meeting and implementing the requirements of legislation*

What we do well:

- We have a Curriculum Rationale, which considers our curriculum as a whole, ensuring that we are addressing the principles of curriculum design and all experiences and outcomes within the curriculum
- We engage children positively in their personal learning planning, taking responsibility for their learning, setting targets, reflecting on and assessing their learning.
- Children have a lot of choice in determining learning topics, how they learn and how they demonstrate their learning (eg choice mats, project work)
- We actively promote equality, inclusion and diversity: through our whole school values programme; through the GIRFEC staged intervention approach; Pupil Support Assistants support inclusion effectively in a variety of ways including group support in class, individual literacy and numeracy programmes, life skills programmes.
- We plan effective pastoral and curricular transition approaches both at nursery and P7 stages.
- Staff effectively plan interdisciplinary programmes of work based on Curriculum for Excellence experiences and outcomes, ensuring progression and cohesion. Whole school theme weeks have been planned over a 3 year period. Staff work together to plan learning outcomes and skills in level groups and also across the school, in order to ensure progression. Children are able to apply their skills in a range of different contexts.
- Our curriculum depends on sound teaching methodology including active learning approaches, co-operative learning and formative assessment.
- We develop skills for learning, life and work (Bloom's Thinking Skills, Peer Mediation Training, Playground Leaders, Tuck Shop, applying skills in relevant and meaningful contexts)
- We use clear progressions to plan and track progress
- Our nursery children experience an engaging, child-centred curriculum in a well-resourced setting
- Children are encouraged to participate in a wide range of events/competitions such as active schools sporting events, music festival, Creative Lochaber competition (art and poetry)
- Children contribute to the ethos and life of the school through committee work, pupil council and assemblies which focus on global citizenship themes
- We use a team teaching approach built on shared planning and assessment in some curricular areas such as eco-schools, global citizenship and whole school theme weeks
- We develop positive links with the local community to support our curriculum:
 - o Church
 - o Trees for Life
 - o Charity events (Children in Need, Shoebox Appeal)
 - o School Fundraising eg Beetle Drive, Open Afternoon stalls
 - o Fort William Library/library van
 - o Forestry Commission, Glengarry Community Woodland
- Children in the school have regular opportunity to work together in mixed age and stage groups.
- We follow the staged intervention process (a means of identification, assessment, planning, recording and review) to meet the learning needs of children
- We work effectively with other agencies to meet pupils' needs eg Speech and Language Therapy
- Staff use formative assessment effectively to ensure the needs of all pupils are being met, through an

inclusive approach

- P 6/7 children have the opportunity to go on a residential trip.
- Children engage positively in their personal learning planning, taking responsibility for their learning, setting targets, reflecting on and assessing their learning.
- We support pupils by using visual timetables in all classes to help all children understand routines and the structure of the day
- We differentiate well to meet individual needs
- We use setting in some curricular areas to better meet learners' needs
- Older and younger pupils buddy up for a range of different tasks (eco-schools/Global Citizenship work)

What we need to work on:

- Track pupils' skills development
- Develop collegiate curricular planning at early level curriculum including the use of the Highland Literacy Assessment Toolkit
- Continue to develop 1+2 languages
- Develop Computer Science curriculum

3. How well does the school improve the quality of its work?

5.9 Improvements through self-evaluation

- *Commitment to self-evaluation*
- *Management of self-evaluation*
- *School improvement*

What we do well:

- We reviewed our 'Partnership with Parents' policy and developed a new framework to engage parents in their child's learning
- We are committed to improving our school, and all staff are fully involved in the review and development of what we do. We provide opportunities for staff to implement change, and evaluate new initiatives
- We are committed to involving key stakeholders : parents, pupils, staff, the wider community and partner agencies in planning for Curriculum for Excellence developments, for example in the review of our 'Partnership with Parents' framework.
- We are committed to continuing professional development to improve outcomes for our learners
- We are reflective practitioners who continually evaluate our work individually and as a whole staff and share good practice
- Pupils are committed to improving the school through an active Pupil Council, Eco-Schools and Global Citizen Pupil Committee groups.
- We promote our shared values through assemblies, newsletters and daily interactions
- Staff lead a wide range of activities across the school through distributed leadership: eg pupil committee groups, eco-schools.
- Self-evaluation is planned through the management calendar. The management calendar includes Classroom Observation, Professional Development and Review, Collegiate Time, Assessment, Target setting and tracking (Assessment for Excellence and Summary of Pupil Progress), stakeholder views.
- Pupils have developed their skills of self-evaluation, assessment and abilities to set their own goals improving learning outcomes at all levels. Older pupils are able to identify evidence to support their evaluations.

What we need to work on:

- Develop and participate in curricular development, sharing standards and moderation activities across the Associated Schools Group.