

## Leadership

Our vision and values are well embedded, these reflect the school and nursery culture and ethos very well. Staff provide a caring and nurturing environment for children to learn in. Our school rules are ready, respectful, and safe these ensure relationships across the whole school community are positive. Children are very aware of the school values (roots) through a fortnightly focus and assembly rolling program which have a focus on our values promoting behaviours such as kindness and friendship.

A continued focus on learner qualities (wings) enables all learners to identify the skills required to become a successful learner. Staff reference 'learner qualities' and their related characters in daily interactions and children use these during learning and play. We encourage children to refer to these qualities when reflecting on their learning experiences encouraging children to be leaders of their learning.

There has been a continued focus on pupil leadership roles this session and there are 'committee afternoons' planned throughout the session where children in P4-7 work in mixed groups. These include the eco-committee, health committee, junior librarians, reading ambassadors, digital leaders, and pupil council. Elected P7 House Captains take responsibility for coordinating house challenges linked to events within school. This included a successful world book day event and read-a-thon. Community events have included a family games afternoon for P1-4, an enterprise fayre for P5-7. Parents have had increased opportunities to engage in the life and work of the school through these events.

The Nursery class gained three Digital Schools Awards. The Digital Learning Through Play Award in Early Learning, Equitable Creative Coding Award and Digital Wellbeing Award. These recognise and celebrates the impressive digital journey that the setting has been on. The report highlighted that digital learning is embedded throughout the setting and is very much co-led with the children.

Good progress has been made in addressing the following National Key Drivers: School Improvement, Teacher Professionalism, Parental Engagement and Family Learning. Next year, further work will be undertaken on Assessment of Children's Progress and Leadership at all levels.

Quality Indicator	Evaluation
1.3 Leadership of change	Primary Stages - Good
	Nursery Class – Very Good
<b>Overall evaluation of school's capacity for continuous improvement</b>	
Good	

# Invergowrie Primary School

## Standards and Quality Report

### Session 2024-2025



### Improvement priorities identified for 2025 – 2026

- Writing – Improving Learning and Teaching
- Inclusive Practice – A whole nurture school approach
- Co-operative Learning – A whole school approach

## Learning

The work undertaken over the last year has resulted in the following improvements:

A focus on numeracy this session, through engagement with Numeracy Schools training has ensured teachers have enhanced knowledge of effective teaching approaches in numeracy and mathematics. This has improved attainment in numeracy for our learners.

Development work in this has increased confidence in the teaching of numeracy and mathematics and a better awareness of resources available to support high quality learning, teaching, and assessment. Children are more aware of their mathematical mindsets and strategies that work best to enable them to learn and overcome barriers.

PEF is targeted across the school for literacy, numeracy, and health & wellbeing interventions.

P1 staff work closely with the nursery team to consider national practice guidance across early level. This is impacting on the indoor and outdoor environment in P1 and staff knowledge and understanding of play pedagogy.

The ongoing journey of being a 'Digital School' involves all classes, including nursery. Staff and pupils use digital technologies extensively when engaging in learning experiences. Technology is used successfully to give learners a voice and choice in a format that suits them. We continue to invest in digital technologies to motivate and inspire, equipping children with essential skills for learning, life, and work.

Practitioners in the nursery have a very good understanding of child development and skillfully use this to support high quality play and learning experiences. Effective use of questioning from staff extended children's thinking and widened their skills.

Practitioners use national guidance well to provide a high-quality curriculum framework for children. The curriculum is based on play and is matched very well to children's stages of development.

Quality Indicator	Evaluation
3.1 Ensuring wellbeing, equity and inclusion	Primary Stages – Good Nursery Class – Very Good
2.3 Learning, teaching and assessment	Primary Stages – Good Nursery Class – Very good

## Attainment and Achievement

Attendance figures are expressed as the average number of half-day absences per pupil.

2022/23	2023/24	2024/25
94.04%	95.45	95.3%

Almost all children enjoy coming to school and maintain high patterns of attendance. Attendance is above PKC average of 93.8%.

Almost all pupils across the school achieve appropriate curriculum for excellence levels. Almost all children make good progress in their learning, as evidenced in jotters and folios and by National Standardised Assessments. Achievement of a level data in P1, P4 and P7 shows overall attainment in Numeracy and Literacy is good.

**P1 Numeracy 100%, Reading 96%, Writing 96%, L&T 100%**

**P4 Numeracy 92%, Reading 88%, Writing 88%, L&T 96%**

**P7 Numeracy 75%, Reading 79%, Writing 79%, L&T 86%**

National Standardised Assessments are analysed with relevant staff. This is helping teachers to plan learning in literacy and numeracy to meet learners' individual needs providing appropriate support and challenge.

All pupils were involved in developing performance skills and self-confidence through participation in our end of term celebrations and our Burns celebrations.

Effective transition arrangements are in place for new Nursery and P1 children visiting school with parents to find out about our school. P7 – S1 transition is successfully managed through close partnership working with Dundee City Council secondary schools, where all P7 pupils transition to due to location.

Quality Indicator	Evaluation
2.3 Learning, teaching and assessment/ Securing children's progress	Primary Stages – Good Nursery Class – Very good
3.2 Raising attainment and achievement	Primary Stages – Good Nursery Class – Very good