

## Leadership

Strategic direction and pace of change is carefully guided to ensure changes result in positive outcomes for learners. This is reflected in the school improvement plan which has a manageable number of actions. All staff work collegiately across Early, First and Second level to identify approaches to improve outcomes for learners.

All pupils in P5-7 contribute to the life and work of the school through undertaking leadership roles as part of our Committee system – Learning Council, Eco, Library and Literacy, Digital, Health and Rights Respecting School. Library Monitors, Lunchtime Monitors, Lunchtime Club Leaders and Play Rangers provide opportunities for our pupils to work co-operatively and to develop and foster leadership skills. P7 pupils are Buddies to our P1 pupils.

Through a focus on Visible Learning strategies, pupils are becoming increasingly confident in leading learning, setting their personal targets, offering suggestions for next steps and evaluating their success towards meeting targets. This was acknowledged by local authority team.

Teaching staff have all been involved in moderation of best practice in relation to Feedback work within our Local Management Group. This resulted from in-service training through national group, Osiris.

Staff have also led or co-led activities such as sporting events, Kodaly, Glee Choir, work around Social Media, Keys to Literacy in Nursery, Outdoor Learning and Eco development.

Major work has been developed around newly updated RSHP (relationships, sexual health and parenthood) resource, led by a member of teaching staff. This also involved co-ordinating NHS as an outside agency to work with parents on the resource, supporting difficult or sensitive discussions.

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

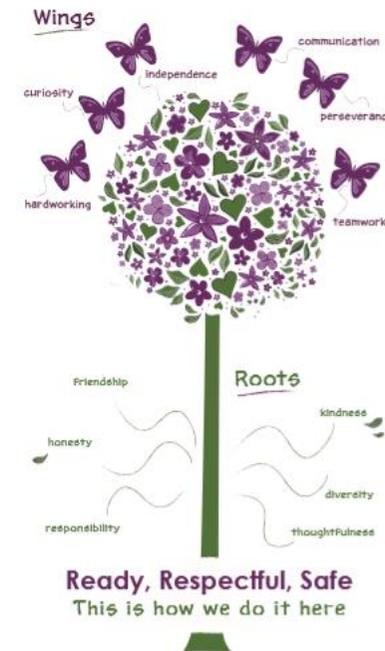
Quality Indicator	Evaluation
1.3 Leadership	Good
<b>Overall evaluation of school's capacity for continuous improvement</b>	
Good	

# Invergowrie Primary School

## Standards and Quality Report Session 2019-2020

### Invergowrie Primary School

A place to learn and grow



### Improvement priorities identified for 2020 - 2021

- ◆ Improvement in the quality of creative and technical writing skills through the development of a progressive and engaging writing programme (continued)
- ◆ Focus on different types of feedback to build a culture in the school where feedback is welcomed and valued (continued)
- ◆ Implementation of recovery plan for improved Health & Wellbeing following school closure

## **Learning**

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

“Roots and Wings” provides our school community with a visual of our vision, values and aims. During this year, we have begun to embed this with pupils, staff and parents.

Through engagement with Visible Learning programme, pupils have created Learner Qualities and linked these to characters. This has enabled pupils to identify the skills required to become a successful learner.

These developments have resulted in an improved and shared understanding of what it means to be a pupil at Invergowrie Primary School.

Increased focus on writing this session through engagement with Big Writing programme has resulted in progress being made in this area. Staff training was undertaken and a particular focus has been on “talk” for writing. Parents have shared in this during weekly opportunities to join their child’s class. This initiative will be continued next session due to school closure over term four.

All teaching staff continue to use diagnostic assessments to guide their planning to meet individual needs. Hot and cold tasks are utilised in all classes to inform flexible groupings. All school staff have had initial Precision Teaching training and are beginning to use this with targeted groups and individuals. In conjunction with Scottish National Standardised Assessments and Perth & Kinross tracking tool, these approaches have allowed more effective, targeted interventions to be put in place. Further work on development of progression planners has begun to improve approaches to planning, assessing and reporting.

Feedback being the priority of the LMG has allowed staff to work with colleagues from other schools to develop a culture of giving and receiving appropriate feedback at the correct level and time. Work will continue with this next session, with pupils being specifically trained in giving and receiving different types of feedback.

Outdoor learning and teaching in STEM provides all children with a variety of skills and experiences which have enhanced their motivation and wellbeing and has improved their understanding of learning for sustainability.

<b>Quality Indicator</b>	<b>Evaluation</b>
3.1 Ensuring wellbeing, equity and inclusion	Good
2.3 Learning, teaching and assessment	Good

## **Attainment and Achievement**

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

2017/18	2018/19	2019/20
95.26%	96.11%	95.83%

Almost all learners at P1 and P4 have met the national standards for Literacy and Numeracy; at P7, most learners have met or exceeded national standards for Second Level literacy and numeracy. Almost all children have made progress in their learning, evidenced in their jotters and folios.

Across the curriculum, our children continue to enjoy a wide variety of learning experiences within and outwith the classroom that enhance their knowledge and understanding.

Pupils are encouraged to participate in sports and the arts, developing self-belief and self-confidence. Children are also encouraged to share achievements gained from external clubs and activities and have opportunities to share these at Assemblies and in their Home/School Learning Journals. This, along with sharing learning at Community Cafés and talking at Assemblies about Learner Qualities and how they help them to achieve, has helped promote pupils’ confidence in talking about their learning and achievements to peers and to a wider audience.

A number of wider curricular activities have helped develop pupils’ responsibility, independence, confidence and enterprising attitude. All pupils were involved in supporting Oor Wullie Bucket Trail, decorating a statue which reflected school Vision, Values & Aims and P7 pupils fundraised by leading activities for younger pupils, donating the money to Ninewells Children’s Hospital. All pupils have taken part in JASS activities as part of wider achievement, improving skills for learning, life and work. Pupils from P3-7 took part in the Glee Choir but unfortunately the competition was cancelled due to Covid-19. All pupils were involved in developing performance skills and self-confidence through participation in school shows.

Most pupils showed great resilience in engagement with online learning during the school closure due to Covid-19. Google Classrooms provided a vehicle for learning where pupils could access work posted and interact with their teacher, giving and receiving feedback. Pupils also shared learning and activities through video clips, showing their talents. This was promoted by parents in individual classes and Nursery.

Effective transition arrangements are in place throughout the year. However, due to school closure and school being a Child Activity Centre, final transition programme for Nursery to P1 and P7 to secondary school has not been possible.

<b>Quality Indicator</b>	<b>Evaluation</b>
1.1 Self- evaluation for self-improvement	Good
2.3 Learning, teaching and assessment	Good
3.2 Raising attainment and achievement	Good