Leadership

Our vision, values and aims 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 focus on ready, respectful, and safe ensure relationships across the whole school community are positive. Children are very aware of the school values (roots) and demonstrate in their behaviours the attributes connected to these such as kindness and friendship.

Through a continued focus on learner qualities (wings) enable 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. These developments have resulted in an understanding of what it means to be an Incredible Invergowrie Learner.

Children in Nursery and P1-7 contribute to the life and work of the school through undertaking leadership roles. These include being members of the eco-committee, reading ambassadors, digital leaders and pupil council. Elected P7 House Captains take responsibility for coordinating house challenges linked to events within school. Community events have included a MacMillan Coffee Morning and Burns Celebration and Gardening Day. Parents have had increased opportunities to engage in the life and work of the school though these events and opportunities for volunteering.

Staff have led or co-led activities such as conceptual understanding in numeracy, digital schools award, reading schools award and eco schools award. We are proud to have received our 9th Green Flag this session. A community gardening day was a great success in developing skills for learning, life and work bringing the school community and partners together.

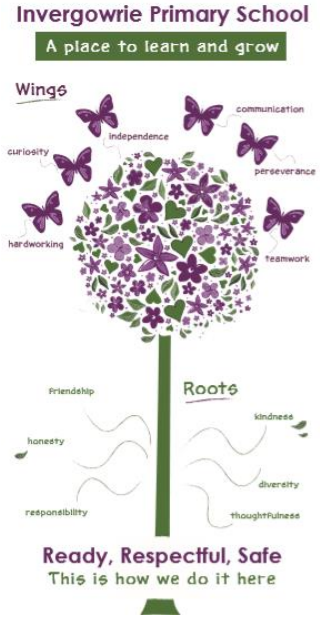
Teachers and nursery staff engagement in Practitioner Enquiry has led to improvements in practice in numeracy and is beginning to impact positively on progress.

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

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

Invergowrie Primary School

Standards and Quality Report Session 2022-2023



Improvement priorities identified for 2023 - 2024

- Increase learner participation in activities and the work of the school through increased opportunities for pupil leadership roles and develop their skills across a broader range of contexts
- Develop use of assessment to inform planning and provide increased levels of challenge with learning .
- Increase moderation activity within and beyond the school to strengthen understanding of national standards
- Develop outdoor experiences to provide greater challenge for children.

Learning

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

Continued focus on numeracy this session, through engagement with conceptual understanding in numeracy, has resulted in continued progress being made in this area across the school and nursery. Staff development through practitioner enquiry has resulted in a focus on learning and teaching in numeracy. This will be further developed next session with a focus on the use of data to inform future change.

The journey to become a 'Reading School' has continued with all classes, including nursery, participating in paired class reading sessions with their 'reading buddies'. This initiative has led to increased enjoyment and participation in reading. It is also impacting positively on relationships across the school when mixed year groups come together to read.

New interactive smart boards were installed at the beginning of this session and staff and children use these to enhance learning activities. Effective use is made of digital technologies including tablets and laptops to support learning. Work has begun to develop a digital literacy skills progression and this will continue to be a focus of improvement.

All teaching staff continue to a use a variety of assessments to guide their planning to meet individual needs. Hot and cold tasks are used in all classes to inform flexible groupings. Teachers use National Benchmarks well to monitor children's progress. This supports staff to plan interventions to address barriers to learning.

Practitioners in the nursery ensure children access experiences to develop their creativity, curiosity and inquiry. They involve children in the planning process and are responsive to children's interests.

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 – Satisfactory Nursery Class – Very good

Attainment and Achievement

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

2020/21	2021/22	2022/23
94.60%	93.06%	94.04%

Almost all children enjoy coming to school and maintain high patterns of attendance. Attendance is in line with national averages.

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 86%, Reading 82% Writing 95%, L&T 91%
P4 Numeracy 91% Reading 78%, Writing 83%, L&T 91%
P7 Numeracy 78% Reading 92%, Writing 78%, L&T 96%

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

Children are given opportunities to share achievements gained from external clubs and activities and have opportunities to share these at Assemblies, on LALA maps and in their Home/School Learning Journals. This supports children and parents to share with school and celebrate any achievements undertaken out with the school day. It provides a focus for mapping skills across a variety of learning environments – Learning Anytime, Learning Anywhere!

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 most P7 pupils transition to due to location.

Quality Indicator	**Evaluation**
1.1 Self- evaluation for self-improvement	Good
2.3 Learning, teaching and assessment/ Securing children's progress	Primary Stages – Satisfactory Nursery Class – Very good
3.2 Raising attainment and achievement	Primary Stages – Good Nursery Class – Very good