

Summarised inspection findings

Invergowrie Primary School

Perth and Kinross Council

23 May 2023

Key contextual information

Invergowrie Primary School is a non-denomination primary school with nursery class and is located within the village of Invergowrie, Perth and Kinross Council. The school building was built in 2013 and provides children with a modern, single-story building. Thirty children attend the nursery class, and 166 children attend the school. The school is located in the catchment area for Perth High School, which is approximately 20 miles from Invergowrie. However, as Invergowrie borders the Dundee City Council area, almost all P7 children move to the nearby secondary school, Harris Academy, through a placing request.

The headteacher took up post in August 2022. The depute headteacher took up post just prior to the COVID-19 pandemic in 2019. Almost all children attending the school live in Scottish Index of Multiple Deprivation (SIMD) data zones 7 to 10.

1.3 Leadership of change

satisfactory

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The recently appointed headteacher is a valued and well-respected member of the school community. She has already established effective leadership across the school. As a result, staff across the school are a dedicated, enthusiastic and collegiate team. Children, staff and parents value the headteacher's approach to building relationships. They find her approachable and accessible.
- Senior leaders work well with children, staff and parents to ensure values reflect the school culture and ethos very well. This is leading to almost all members of the school community having a sound knowledge of the school values. As a result, there is an increased focus on how the school can improve outcomes for children. Children are very aware of the school values and demonstrate in their behaviours the attributes connected to the school's vision, values and aims. Senior leaders and staff have identified correctly that the next step is to enhance the vision, values and aims and curriculum rationale to increase further the school community's aspirations. They should continue with their plans to provide opportunities for the whole school community to contribute to enhancing the vision, values and aims and curriculum rationale.
- Senior leaders are at the early stages of implementing comprehensive quality assurance activities. Now that the leadership team is becoming more established, they should progress with their plans and ensure the quality assurance calendar is fully actioned. This will support them to evidence areas of strength and areas for improvement more fully. All teachers and support staff engage regularly with senior leaders in professional dialogue. This is helping all staff to develop high quality supportive relationships. Senior leaders should build upon this and ensure quality assurance activity supports the professional dialogue with an improved balance of support and challenge.

- As planned, the headteacher should now develop more fully the strategic and operational remits of senior leaders across the school and nursery. In doing so, it is important to consider carefully what aspects of quality assurance and school improvement each senior leader will monitor and evaluate.
- Senior leaders and staff work effectively to develop a meaningful quality improvement plan (QIP). As a result, senior leaders and staff prioritise improvements in teaching and learning and improving parental engagement. Senior leaders and staff should measure and track more frequently the progress they are making towards priorities in the QIP. This will support them understand better what changes are leading to improvement and what areas they need to refocus on to improve further. Senior leaders use Pupil Equity Funding (PEF) well to provide targeted interventions for a few children identified as requiring additional support. It is now important for senior leaders, supported by staff, to regularly measure and track the outcomes of PEF. They should also track how well interventions reduce the attainment gap and promote increased participation in wider achievement.
- Senior leaders ensure all staff work well together and commit to developing practice that contributes to school improvement. This supports staff to engage well with school improvement and undertake professional learning effectively. Senior leaders should now work with staff to increase the pace of change of improvement across the school.
- Across the school, teachers are beginning to take on lead roles to develop new school initiatives. These roles include a digital leader and a reading leader. Teacher's confidence in making changes to classroom practice is developing as a result. Senior leaders should work closely with teachers to measure the impact of these initiatives, as this is not yet clear. Teachers leading initiatives should be clearer on the intended outcomes for the children. This should include how they will measure and monitor the overall impact of the initiatives. This will help ensure changes lead to improved outcomes for children.
- All teachers engage well with professional enquiry. This is leading to teachers improving learning experiences for a majority of children. Senior leaders support teachers well when they plan their professional enquiry cycles and when developing their approaches to learning and teaching. This is increasing teacher confidence in leading the enquiry and how they intend to improve classroom activity. The headteacher should continue with her plans to develop teacher's understanding of professional enquiry further. This should include how to use data to inform future change.
- A minority of children take on leadership roles across the school. Senior leaders and staff support these children well to develop these leadership roles. Children's leadership roles include being members of the eco-committee, reading school group leaders and children elected as pupil house captains. Furthermore, their activities are improving aspects of the work of the school through leading activities that are important to them. Overall, these children are highly motivated by their contribution to the school. Across the school, children would welcome the opportunity to lead on more aspects of school life important to them. Senior leaders should continue with their plans to increase opportunities for all children to contribute to the life of the school. Staff should support children recognise the connection between their leadership opportunities and their rights. This will ensure children experience a wider range of stimulating leadership roles and develop their skills across a broader range of contexts.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Staff provide children with a positive and caring environment to learn in at Invergowrie Primary School. They ensure the values of ready, respectful, and safe are embedded within the life of the school. As a result, relationships across the school community are positive. Almost all children are polite and respectful to each other, adults, and visitors to the school. Staff interact positively with children which is supporting almost all children to be motivated, attentive and engaged fully in their learning activities. Overall, children work well together in pairs and small groups and are supportive of one another.
- Overall, the quality of learning and teaching in classes is having a positive impact on most learners. Most teachers provide lessons that are structured well. They use questioning increasingly well to check children's understanding of their learning. All teachers share the purpose of lessons and support children to understand how to be successful in their learning. Teachers should now help children to identify consistently how they can be successful in their learning. A minority of children across the school require additional challenge with their learning. Teachers should ensure that activities for these children accelerate and build upon prior learning. This will support teachers to develop activities which encourage children to become more independent in their learning. Senior leaders should create opportunities for all teachers to share effective practice. This should help teachers to ensure greater consistency in learners' experiences across the school.
- Teachers are beginning to make effective use of digital technology to support children's learning. Children use interactive whiteboards effectively to enhance their learning activities. They use tablets confidently to take photographs and play games which reinforces their learning. In a few classes, children use computers increasingly well and more independently to support their learning. Teachers should now build on this positive start to make more effective use of digital technology to enhance children's learning. They should develop a digital literacy skills progression from P1 to P7 to ensure children build on prior learning and skills. Teachers should continue to develop how they use digital technology to help children who require additional support for their learning.
- At the early level, staff are beginning to consider the development of play. Staff should engage more fully with national practice guidance and liaise regularly nursery colleagues. This should ensure children's very good progression with learning and development in nursery continues as they transition into primary school. Staff should develop a shared understanding of learning through play and the role of the adult in supporting interactions and children's experiences. In doing so, they should continue to develop the space available to provide learning in a stimulating environment. This should enhance children's engagement, curiosity, and independence.

- Teachers plan learning well for a majority of children over long, medium and short-term timescales. Teachers should now ensure planning takes greater account of the different levels of challenge required to meet the needs of all children effectively. Senior leaders and teachers recognise that children should be more involved in planning the learning and skills they are developing. In developing this further, they will support children to focus on how to be even more successful in their learning.
- When planning support for children with additional support needs (ASN), senior leaders should ensure that the multi-agency team take full account of children's views. They should record these views and improve approaches to how they measure the impact of the support provided to inform future intervention planning. This will help them understanding more fully which interventions, approaches and strategies help the children overcome barriers to their learning and how this accelerates their progress.
- Teachers use the National Benchmarks well to monitor children's progress in literacy and numeracy. This supports teachers plan interventions to help children overcome any barriers to learning. In a majority of classes, teachers use oral and written feedback well to support children in their learning. Teachers should now review how they can increase, and be more consistent in, the use of approaches to make adjustments to learning and improve attainment. This will help teachers support children to make the best possible progress.
- At the end of learning activities, most teachers check children's understanding effectively and make links to what they are learning. Teachers should expand their use of a range of high-quality assessments. In doing so, they should provide learners with greater opportunities to demonstrate breadth, depth, and application of learning.
- Overall, teachers need to increase the frequency of their moderation activity within and beyond the school to strengthen their understanding of national standards. This will support them to improve further the quality and reliability of their professional judgements about learners' progress towards and achievement of a level.
- Senior leaders and teachers engage in well-planned attainment meetings three times per year. These meetings focus on individual children's attainment, specific strengths and potential barriers to learning well. Teachers are at the early stages of using data across literacy and numeracy to inform their judgements and how they plan for future learning. They need to use current data more effectively to adapt activities and tasks to meet the needs of all children. This should ensure increased pace and challenge with learning for all children. Senior leaders should work with teachers to improve tracking and monitoring systems to include all curriculum areas.

2.2 Curriculum: Learning pathways

- Teachers use progression pathways for a majority of curriculum areas. These pathways take account of Curriculum for Excellence (CfE) experiences and outcomes and the National Benchmarks. Teachers should now develop progression pathways for all curriculum areas. This will help them to plan experiences which build on children`s prior learning and skills, and support progression for all children.
- Teachers have developed useful groups of CfE experiences and outcomes to plan learning which links across curriculum areas. Moving forward, they should ensure there are greater opportunities for personalisation and choice across the curriculum.
- All children have access to libraries within classes. The Reading Council Group has developed an attractive school library. The school library is used effectively to encourage positive reading habits and supports the reading buddy system across stages. This encourages reading for pleasure.
- Children have access to attractive school grounds and community facilities. The headteacher recognises the need to develop a progressive programme for outdoor learning to enhance children`s knowledge of the local area and learning for sustainability.
- All children have opportunities to learn about Christianity and other world religions. This is helping them develop well their understanding and appreciation of different religions and cultural events.
- Children at all stages receive their entitlement of two hours of quality physical education each week. Children across the school learn French as a second language. Children in P6 and P7 learn Spanish.
- The pandemic had a significant impact on how staff work with external partners to provide meaningful learning opportunities. Senior leaders and staff should now re-engage with this work. They should involve parents and wider community partners to support and enhance the curriculum.

2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents value the positive engagement they have with senior leaders and school staff. Since the pandemic, parents have appreciated opportunities to return to the school campus and speak directly with staff. Class teachers send home 'We Are Learning To' (WALT) forms that share with parents the learning children will participate in each term. Parents find this information useful and understand how they can help their child with their learning while at home. In addition to WALT forms, class teachers ask parents about what activities their child participates in using a 'Learning Anytime, Learning Anywhere' (LALA) forms. This supports children and parents to share with the school and celebrate any achievements undertaken out with the school day.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Staff at Invergowrie Primary School promote a caring and respectful ethos very well. There is a high focus on supporting children's wellbeing. Almost all children understand how they can help others feel welcome and included in school as a result. This is a key strength of the school community.
- Across the school, almost all children provide teachers with helpful information about their wellbeing in relation to the eight wellbeing indicators. Teachers use this information well to identify children who may require support to improve their wellbeing. These children engage confidently with staff and discuss appropriate changes they can make to improve their wellbeing. As a result, almost all children feel safe, cared for and well-respected in school. Staff should now help children progressively deepen their understanding of their wellbeing across all aspects of their life. This will enable children to consider more fully their wellbeing needs as they grow and develop. Senior leaders should continue to work with staff to improve further how they use wellbeing information that children provide to ensure wellbeing is improving across the school. This will support senior leaders and staff to develop and target interventions for cohorts of children, whole classes and for individuals.
- All children across the school benefit from a highly effective buddy system. This supports them to develop relationships and build their sense of belonging as part of a school community. Almost all children contribute very well to the reading buddy initiative. Although the main aim of the initiative is to increase enjoyment and participation in reading, it is notably improving relationships between children across all stages of the school. As a result, children value this initiative is highly.
- Staff implement effective approaches to promote positive behaviour and promote positive relationships. Overall, standards of behaviour are high and almost all children demonstrate high levels of respect towards each other. All children interact positively with staff and develop mutually respectful relationships. Children are developing the necessary skills to build, maintain and repair relationships. This helps them learn make positive choices if conflict arises.
- Attendance at the school is in line with national averages. Senior leaders and school staff use effective systems to promote good patterns of attendance at school for almost all children. Almost all children enjoy coming to school and maintain high patterns of attendance as a result. Senior leaders should continue to support children and families with lower attendance to ensure they do not miss out on important learning opportunities.
- There are no recorded exclusions in the school. Senior leaders should improve recording and monitoring to ensure that all children attend school or another learning environment for the recommended 25 hours per week.

- Senior leaders and staff fulfil their statutory duties in relation to wellbeing well. This includes monitoring children's attendance and training staff in key areas such as safeguarding and child protection, equality and diversity. Senior leaders ensure that they work well with appropriate agencies to prepare plans for children who meet the criteria for a coordinated support plan. As a result, children with additional support needs have clear plans in place for joint working between education and appropriate agencies.
- Almost all children who need support for their learning receive appropriate targeted interventions. For most children, this takes place away from the classroom as part of a small group or for individual instruction. Almost all interventions taking place away from the classroom are successful in minimising intrusion to children's learning and are proportionate to their needs. Senior leaders should work with staff to continue to develop appropriate individual education programmes (IEPs) for all children who have support beyond a teacher adapting class-based learning, teaching and assessment. This should ensure staff clearly identify intended outcomes of interventions and will help them measure the progress children make. In line with local guidance, there is a need for senior leaders to review their approaches to child's plans.
- Children in P5, P6 and P7 engage enthusiastically with opportunities to participate in clubs and activities beyond the classroom. They highly value the opportunity to participate in a range of activities including football, art, glee, basketball and gardening. Children are very proud of their recent charity fundraising work. As a result of participating in these activities, children contribute to school life and develop a sense of how they can help others beyond their community. Senior leaders and staff should continue with their plans to extend these opportunities to benefit all year groups.
- The school provides religious observance in line with national guidance. The school community has positive and established links with both church bodies in the local community. All children learn about different faiths and the important celebrations and festival of these faiths. Across the school children demonstrate their respect for diversity. Older children are developing very well their understanding of how they change as they grow. This includes children developing a positive self-image and learning useful strategies to manage their emotions.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall, children's attainment in literacy and English and numeracy and mathematics is good. Almost all children achieve appropriate CfE levels. A few children exceed expected CfE levels. At all stages, a few children are capable of achieving more. They would benefit from further challenge in their learning to enable them to make better progress.

Attainment in literacy and English

- Overall, attainment in literacy and English is good. At early level, all children are on track to achieve expected CfE levels in listening and talking, reading and writing. At first level, all children are on track to achieve expected CfE levels in listening and talking. Most children are on track to achieve expected levels in writing and reading. At second level, almost all children are on track to achieve expected CfE levels in listening and talking. Most children are on track to achieve expected levels in writing and reading.

Listening and talking

- Overall, most children are making good progress in developing listening and talking skills. At early level, almost all children can listen to instructions and respond appropriately in class and group settings. At first and second level, most children discuss texts and communicate their understanding with confidence. Almost all pupils across the school communicate effectively with other each other and with staff. Children in a minority of classes can use suitable vocabulary to present to a wider audience or across a range of contexts. All children should be given more opportunities to apply their learning to different contexts.

Reading

- Across the school, almost all children are making good progress in reading and can confidently read familiar texts. At early level, almost all children can use their knowledge of letters and patterns to read words. They can select texts to read for enjoyment at an appropriate level. Children at early level now need to apply their reading skills and strategies in a range of play-based learning. This will help children to apply their skills in using patterns and sounds of language in other areas of their learning. At first level children can confidently identify key features of fiction and non-fiction texts. They are able to explain their preference for particular genre and authors. Almost all children can use punctuation and grammar skills to read with expression and understanding. Children attaining first and second level are confident in answering evaluative and inferential questions about texts. At second level almost all learners can confidently recognise the difference between fact and opinion. Children at second level understand texts well. They now need to take on a range of roles within their reading group to develop further their use of questions and use of language to describe the main ideas of texts.

Writing

- At early level, most children can form letters correctly. They use common words and known sounds to write simple words. They should now apply their writing skills across a range of activities to show what they have learned. At first level almost all children can write independently and use appropriate punctuation. They present their writing legibly and enhance their text with suitable pictures and images. Children at first level are able to use their knowledge of the alphabet to locate words in a dictionary. Children attaining second level can confidently organise and present information in a logical format. They can also use appropriate vocabulary to suit the purpose and the intended audience of their writing. At first and second level children would benefit from applying their writing skills through an increasing range of real-life contexts.

Numeracy and mathematics

- Overall, attainment in numeracy and mathematics is good. Most children are making good progress in numeracy and mathematics.
- At early level, all children are on track to achieve expected CfE levels in numeracy and mathematics. At first level, almost all children are on track to achieve expected CfE levels in numeracy and mathematics. At second level, most children are predicted to achieve expected levels in numeracy and mathematics.

Number, money and measure

- At early level, most children can identify and write numbers to 20 confidently. They know the number before, after and between. A few children at early level are exploring larger numbers. All children are developing confidence in addition and subtraction skills to 20. Most children at first level have a secure understanding of place value. They solve addition and subtraction problems using an increasing range of strategies including those involving money. They are not yet confident in recognising and organising fractions. At second level, most children can confidently round numbers to the nearest 1,000 and are secure in their understanding of place value including numbers to two decimal places. Children are skilled in money calculations and understand the advantages and disadvantages of credit and debit cards. They are developing the speed of their recall for multiplication tables to make swift calculations. They are not yet confident in using their knowledge of fractions, decimals, and percentages to solve problems. Children across the school use appropriate units of measure to calculate length and distance.

Shape, position and movement

- At early level, most children accurately name familiar two-dimensional shapes. They can use two-dimensional shapes to create recognisable objects within their environment. At first level, most children can identify a range of two-dimensional shapes and three-dimensional objects. They now need to gain confidence in describing the properties of a range of shapes and objects. At second level, most children are confident in discussing the properties of a range of two-dimensional shapes and three-dimensional objects. They understand the relationship between radius and diameter and can describe acute, obtuse, and reflex angles accurately. They are less confident in calculating complementary and supplementary angles.

Information handling

- At early level, children can use tally marks and create simple bar graphs. They are able to read and answer questions accurately from given bar graphs. At first level, most children present data appropriately in bar graphs and tables and can extract key information. At second level, most children use a range of strategies to collect data. They are confident in presenting this data in a range of graphs and charts including bar, line, and Venn diagrams. They are developing their skills in using digital spreadsheets to analyse and manipulate data for a range of purposes. Children at first and second level are not yet confident using the language of

probability. They need to be given greater opportunities to conduct simple experiments involving chance.

Attainment over time

- The headteacher has developed approaches to track and monitor children's progress across literacy and numeracy. As a result, staff have a better understanding of children's attainment over time. The data demonstrates that most children are making progress over time across literacy and numeracy. With increased pace and challenge in their learning, children are capable of achieving more across their learning. Children's listening and talking skills are an important strength.

Overall quality of learners' achievements

- Children across the school share, celebrate and are very proud of their achievements. Teachers display children's achievements well and evidence their progress in learning in class and around the school. This includes their contribution to school life and their successes when at home. Senior leaders and staff are at the early stages of gathering and collating important information about the skills children develop in relation to these valuable achievements. Senior leaders recognise the importance of tracking children's achievements and skills in a more robust way. They aim to ensure children add value to their achievements and make sure that no child is missing out on opportunities to develop their skills. Senior leaders, supported by staff, should continue with their plans to identify children who would benefit from further opportunities to develop their skills and wellbeing. This includes increasing children's participation in sports, expressive arts and other activities important to the children.

Equity for all learners

- Senior leaders make effective use of local authority data to understand the unique challenges within their context. This helps all staff understand the socio-economic background of children and their families. Teachers are at the early stages of using data to identify specific attainment gaps, especially those related to poverty, gender, and ASN. As planned, senior leaders and teachers should continue to develop approaches to analysing and using data. This should ensure children with identified gaps in their learning are supported better. Teachers need to ensure planned interventions, including PEF interventions, are effective and lead to improved attainment for targeted groups and individuals.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.