

**Invergarry Primary School  
The Highland Council  
4 December 2007**

## **Contents**

## **Page**

<b>1. The inspection</b>	<b>1</b>
<b>2. Continuous improvement</b>	<b>1</b>
<b>3. Progress towards meeting the main points for action</b>	<b>1</b>
<b>4. Conclusion</b>	<b>3</b>
<b>How can you contact us?</b>	<b>4</b>

## **1. The inspection**

HM Inspectorate of Education (HMIE) published a report on the inspection of Invergarry Primary School in December 2005. Working with the school, the education authority prepared an action plan indicating how they would address the main points for action identified in the original HMIE inspection report.

HM Inspectors revisited the school in September 2007 to assess the extent to which the school was continuing to improve the quality of its work, and to evaluate progress made in responding to the main points for action in the initial report.

## **2. Continuous improvement**

The education authority had provided a range of support to the headteacher since the original inspection in September 2005. The headteacher had been absent through illness since February 2007. An acting headteacher had been in post from April 2007 until June 2007. A second acting headteacher had taken up post in August 2007.

Pupils continued to be enthusiastic and hard working. They cooperated very well with one another, and almost all were achieving appropriate levels of attainment in reading, writing and mathematics. The curriculum had been enhanced through the support of education authority Active School Coordinators.

Pupils had benefited through their involvement in activities linked to the Highland Year of Culture, and through the school's participation in the Highland Literary Project. A local Ranger had helped introduce pupils to orienteering and a sculptor had involved pupils in the creation of a large carved eagle for the play area.

## **3. Progress towards meeting the main points for action**

The initial inspection report published in December 2005 identified five main points for action. This section evaluates the progress made with each of the action points and the resulting improvements for pupils and other stakeholders.

### **3.1 Conduct a risk assesment of the pupils' play area.**

The school and education authority had made good progress in addressing this main point for action.

The education authority had conducted a risk assessment in the play area and, as a result, had erected a fence around the rocky hillside. Acting headteachers had also conducted safety checks within the school. Vehicles were no longer allowed into the play area while pupils were present. Parents of nursery age children were allowed to drive into the play area after primary age pupils had entered the school. This posed a potential hazard to pupils. The school and education authority required to review this situation to ensure pupils' safety.

### **3.2 Review the balance of the curriculum and the organisation of teaching.**

The school had made adequate progress in addressing this main point for action.

The acting headteachers, with the very good support of the teacher in the school, had reviewed the structure of the curriculum and teaching timetables. As a result, they had increased the time allocated to some key areas, and had begun to teach writing in the context of topics being studied. Staff had placed a greater focus on the assessment of pupils' writing and this had helped them plan their teaching more effectively. They had also organised aspects of their teaching to respond more appropriately to the abilities of pupils. Staff had begun to make arrangements to provide specific support for higher attaining pupils. Many of these improvements were very recent. As a result of these improvements, pupils were engaged in more appropriate activities and teaching was better organised. More remained to be done to ensure that these benefits to pupils were sustained.

### **3.3 Create individualised educational programmes for pupils with additional support needs.**

The school had made good progress in addressing this main point for action.

Staff, with the support of the area support for learning teacher, had involved parents and pupils in the creation of individualised educational programmes for pupils with additional support needs. They had set short and long term targets for pupils to work towards. These targets had proved to be helpful in determining appropriate activities for the pupils involved. External agencies had been consulted and regular meetings held with parents to discuss pupils' progress. As a result of these improvements, pupils' needs were now met more effectively.

### **3.4 Improve the procedures for quality assurance to ensure that pupils' needs are met appropriately.**

The school had made weak progress in addressing this main point for action.

Following the appointment of acting headteachers the school had made progress in developing a system of quality assurance. The first acting headteacher had begun a series of classroom visits and recorded her observations. The current acting headteacher discussed forward plans and pupils' progress with the class teacher. She had discussed with the class teacher the implementation of a new quality assurance structure. This structure would include class visits to monitor the quality of learning and teaching. In developing these procedures staff had been very well supported by the authority's quality development officer. As yet, however, these new procedures had not had significant impact.

### **3.5 Improve the overall quality of leadership and management.**

The school had made weak progress in addressing this main point for action.

The overall quality of leadership and management had begun to improve following the appointment of acting headteachers. Relationships amongst staff had improved, and discussions amongst teachers were more purposeful and focused. Staff had begun to improve

the curriculum, and had reorganised teaching to meet the needs of pupils more effectively. Staff had also begun to implement a system of quality assurance. These improvements had been very recent, and not yet had significant impact on the work of the school.

#### **4. Conclusion**

The education authority had supported the headteacher in making improvements to the school, but this had little impact overall. Acting headteachers had worked effectively with the authority and staff in the school. In the absence of the headteacher, it was not possible to evaluate whether the school had developed sufficient leadership capacity to ensure sustained and continued improvement. Good progress had been made in addressing two of the main points for action. Adequate or weak progress had been made in addressing the other three main points for action. HM Inspectors will continue to engage with the school and the education authority in monitoring progress, and will undertake another follow-through inspection within one year of the publication of this report. This will result in a further report to parents on the progress made in improving learning and teaching, the curriculum, quality assurance, and leadership.

Dr Roddy Duncan  
HM Inspector

4 December 2007

## **How can you contact us?**

### **If you would like an additional copy of this report**

Copies of this report have been sent to the headteacher and school staff, the Director of Education, Culture and Sport, local councillors and appropriate Members of the Scottish Parliament. Subject to availability, further copies may be obtained free of charge from HM Inspectorate of Education, Longman House, 28 Longman Road, Inverness, IV1 1SF or by telephoning 01463 253115. Copies are also available on our website: [www.hmie.gov.uk](http://www.hmie.gov.uk).

### **HMIE Feedback and Complaints Procedure**

Should you wish to comment on any aspect of follow-through inspections, you should write in the first instance to Annette Bruton, HMCI, HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

If you have a concern about this report, you should write in the first instance to our Complaints Manager, HMIE Business Management and Communications Team, Second Floor, Denholm House, Almondvale Business Park, Almondvale Way, Livingston, EH54 6GA. You can also e-mail [HMIEcomplaints@hmie.gsi.gov.uk](mailto:HMIEcomplaints@hmie.gsi.gov.uk). A copy of our complaints procedure is available from this office, by telephoning 01506 600200 or from our website at [www.hmie.gov.uk](http://www.hmie.gov.uk).

If you are not satisfied with the action we have taken at the end of our complaints procedure, you can raise your complaint with the Scottish Public Services Ombudsman (SPSO). The SPSO is fully independent and has powers to investigate complaints about Government departments and agencies. You should write to the SPSO, Freepost EH641, Edinburgh EH3 0BR. You can also telephone 0800 377 7330 (fax 0800 377 7331) or e-mail: [ask@sps.org.uk](mailto:ask@sps.org.uk). More information about the Ombudsman's office can be obtained from the website: [www.sps.org.uk](http://www.sps.org.uk).

Crown Copyright 2007

HM Inspectorate of Education

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.