



**Invergarry Primary School
The Highland Council
9 December 2008**

We published a report on Invergarry Primary School in December 2005. That report set out key strengths of the school and main points for action. We carried out a follow-through inspection in September 2007 and published a report on this visit in December 2007. This is the report of the second follow through inspection carried out in September 2008.

This follow-through report tells you about improvements since the original inspection in the quality of education which the school provides. It also comments on how the school is getting on with the main points for action. First we focus on changes in the core work of the school. We explain how the school has got better at helping children to learn and benefit from being at the school. Next we look at the key processes which enable this to happen, including the involvement of parents¹. Our report also describes developments in the 'ethos' of the school, by which we mean how well children are cared for and how much is expected of them in all aspects of school life. Finally we comment on improvements in leadership to help the school achieve its aims.

¹ Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

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1. The school

Invergarry Primary School serves a rural area near Fort William, from Kinlochourn to South Laggan, and includes the village of Invergarry.

A new headteacher was appointed in August 2008, following the retirement of the headteacher who had been absent since February 2007 due to ill health. Two acting headteachers were in post during this period.

2. Particular strengths of the school

- Effective partnership working.
- Involvement of children in the life of the school.

3. How well do children learn and achieve?

Most children now make very good progress. They are interested in their lessons. They answer confidently and can share their ideas with others in group activities. Teachers now provide children with a broader range of learning experiences. These include the opportunity to work together actively using the outdoor environment around the school. There have been real improvements in reading and writing lessons. Children are learning well in these subjects and know what they need to do to improve.

In most subjects, teachers now give most pupils tasks and activities which are at the right level of difficulty. There are now effective systems in place to help teachers meet the needs of all children. Attainment in English language and mathematics has improved with more children now doing better than in previous years. Children now participate in a broad range of activities including orienteering, canoeing and mountain biking.

4. How well do staff work with others to improve children's learning?

Teamwork among the staff is now very effective. The visiting learning support teacher offers very useful advice to class teachers to meet the needs of all children including higher attaining children. She has worked closely with school staff to develop a system to identify children's learning needs quickly and meet them. Staff from other

council services and outside organisations provide very useful support. Parents are actively involved in their children's learning and help set learning targets for them.

5. Are staff and children actively involved in improving their school community?

Children, parents and staff work very well together to improve the school environment. A noteworthy feature is how well children have worked with a local countryside ranger and a local sculptor to develop opportunities for outdoor learning. Children are taking responsibility for many aspects of school life. They create rotas to maintain recycling activities. They promote healthy eating and monitor healthy snacks and lunches. Children are developing confidence and responsibility through being part of the pupil council. Overall, children are developing well as citizens. Staff are increasingly active in improving the school and are now playing a leading part in some developments. Staff morale is high.

6. Does the school have high expectations of all children?

Teachers expect high standards of children's attendance, behaviour and achievement. Children are responding well to these expectations particularly in raising achievement. Teachers are making effective use of the school's system to reward children and encourage them to do their best. Regular assemblies celebrate children's achievements and successes. Parents work closely with the school to help achieve these improved standards.

7. Does the school have a clear sense of direction?

The new headteacher is working hard to build on the good work started by the acting headteachers. There is a clear sense of direction. Parents know more about school life. Staff have a clearer idea of what they need to do to improve. Plans for improvement are well thought out and identify a helpful set of priorities. All staff are working well to address these priorities to provide a better education for all children. The education authority has provided useful help. Overall, the school shows a strong capacity to improve.

8. What happens next?

There is clear evidence of improvement since the September 2007 inspection. The school now performs well overall. Children's learning experiences and achievements are now at a satisfactory level or better. With continuing effective leadership, commitment of staff and support from the education authority the school is well placed to continue to improve. We will make no further visits in connection with the inspection report of December 2005.

HM Inspector: Peter Gollogly
9 December 2008

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