

Inveravon Primary School



"Being the Best We Can."

(The information contained within this handbook is correct at the time of publication, and is updated annually.2015)

Being the Best We Can



Inveravon Primary School

Ballindalloch

Banffshire

AB37 9BA

Tel No. 01807 500217

E-mail admin.inveravonp@moray-edunet.gov.uk

THE SCHOOL DAY

	<u>P1-P3</u>	<u>P4-P7</u>
School starts am	9.05am	9.05am
Morning Interval	10.40-11.00	10.40-11.00
Lunchtime	12.30pm	12.30pm
School starts p.m.	1.20pm	1.20pm
School closes p.m.	2.45pm	3.15pm

SCHOOL STAFF

Head Teacher	Mrs Mary Smith
P1-7 Teacher and Acting Principal Teacher	Miss Rachael Smith

School Role	Girls	Boys	
Primary 1	1	1	
Primary 2	2	0	
Primary 3	1	1	
Primary 4	1	1	
Primary 5	0	2	
Primary 6	3	1	
Primary 7	0	1	15 Pupils

Dear Parents / Guardian

Welcome to Inveravon Primary school which is a one teacher rural school set amidst spectacular scenery overlooking the River Spey.

Our catchment area lies broadly from The Corries on the west, along the A95 through to Drum Croft (near Glenfarclas Distillery) on the east. The River Spey creates a natural boundary to the north of the school and we extend south on both sides of the River Avon as far as Delchirach and Dalrachie farm. A map is available at the school if required.

The very attractive 18th century building has been significantly refurbished and extended to provide welcoming, attractive and modern facilities. At the moment all the children are based in one classroom but they regularly separate into groups and use all areas of the school. As well as our pupils, visiting specialists make regular use of our bright and spacious hall which separates the two classrooms. It is also used at lunchtimes as our dining hall.

This booklet which has been prepared by the Head Teacher follows the guidelines set out by Moray Council. In it you will find information about the organisation of Inveravon Primary, our aims and what we can offer to you and your children.

As parents you are very welcome to become involved in the life of the school and our door is always open to you.

ENROLMENT AND TRANSFERRING

ADMISSION TO PRIMARY 1

'The Moray Council' admits entrants to Primary 1 at the beginning of the autumn term in August. Children who have reached the age of five before the end of the following February are eligible for enrolment.

In January a notice is placed in the local newspapers which inform parents about school enrolment dates and it is also notified in the school newsletter and website. Apart from the school brochure every parent enrolling a child for P1 will be given a separate induction booklet.

Here at Inveravon we arrange specific activities to involve our new intake in the school before they are due to start in August. These will include visits to the classroom to meet their teacher and to take part in activities with the other children, joining the whole school for lunch and possibly joining the school sports and some outings.

The first few weeks in a new school can sometimes be a bit tricky for children and their parents and it is important that a good start is made in building up relationships. Everyone at Inveravon has experience in ensuring that new pupils arriving in school are treated with care and sensitivity.

Priority is given to children resident within the same secondary school catchment as pre-school provision. Where the requested place is managed by the headteacher, children already having a sibling in attendance is given priority i.e. a 3 yr old with a sibling at primary school has priority over a 4 yr old with no sibling at the school.

NEW PUPILS

We are very happy to welcome new pupils and their families. Anyone considering placing their child at Inveravon Primary School should telephone the school office, or call in to the school reception, to request an appointment to visit the school. You will have the opportunity to visit our class at work and also meet the teacher, adult helpers and other staff members who work at Inveravon.

CONTACTING AND VISITING THE SCHOOL

Parents can contact Mrs Bassett the School Administrator on 01807 500217 to ask any questions or to advise the school of your child's absence.

In the interests of child safety we ask that all visitors park in the car park when visiting the school and report to the main entrance at the front of the school. On arrival, please ring the bell and wait for someone to welcome you.



ATTENDANCE

Section 30 of The Education (Scotland) Act 1980 requires parents to ensure that their child attends school regularly. Regulation 7 of The Education (School and Placing information) (Scotland) Amendment etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised (e.g. approved by the local authority) or unauthorised (e.g. unexplained by the parent/guardian (truancy) or excluded from school).

ABSENCE

If your child is to be absent from school due to illness, please telephone the school before 9.15am to let us know. If we have not heard from you by then, we will contact you to ensure that nothing untoward has happened.

If you have to collect your child for an appointment, please let us know in advance and come to reception or speak to a teacher. We will then bring your child out of class to meet you. This ensures that the child is in the care of a known adult.

Family Holidays during Term Time

Advice from the Scottish Executive is that holidays taken during the school session, other than in exceptional circumstances, should be considered as unauthorised absences. Parents should inform the school about such holidays and each case will be considered on its merits. Should parents remove their child for a holiday, it is our school policy that "holiday work" will not be supplied by the teacher.

TRANSITIONS - MOVING ONTO SECONDARY EDUCATION

The contact details for Speyside High School are:

Head Teacher:
Speyside High School
Mary Avenue
Aberlour
Moray

TBC

AB38 9PN

Telephone Number: 01340 871522 Fax: 01340 871098

Email: admin.speysidehigh@moray-edunet.gov.uk

Education provision: Secondary + enhanced provision for additional support needs



Education provision: Secondary + enhanced provision for additional support needs.

Inveravon School is a member of the Associated School Groups (ASG) for Speyside which are:

Aberlour Primary School
Glenlivet Primary School
Knockando Primary School
Rothes Primary School

Craigellachie Primary School
Inveravon Primary School
Mortlach Primary School
Tomintoul Primary School

CONCERNS AND COMPLAINTS

Inveravon has an open door policy, which means that parents are welcome in the school at any time, signing in at reception first. If, however, parents wish to discuss something in depth it is better to make an appointment for a time when the teacher is free from class commitment. If issues remain unresolved then an appointment can be made (through the school administrator) with Mrs Smith the school's head teacher.

SCHOOL TELEPHONE INFORMATION LINE

When severe weather warnings are received your Head Teacher will keep the system updated. School information is also broadcast by Moray Firth Radio.

This service also offers the following facilities:

TELEPHONE INFORMATION LINE

To ensure that parents can communicate with the school at any time we have a "School Information Line" which can be accessed in the following way:

1. Dial 0870 054 9999
2. Enter the school's PIN Number - 031280
3. You will get a confirmation message - "Selected Inveravon Primary"
4. You will then enter a menu system:

Press 1 - to hear severe weather information

Press 2 - to leave a non urgent message

Press 3 - to hear general school information

Press 4 - to enter a different school PIN number

Press hash key - to end the call

Please note that should parents wish to leave an urgent message they should speak directly to someone at the school.



WHAT IS IT LIKE BEING A PUPIL AT INVERAVON?

At Inveravon Primary we believe that our Moral Purpose is to inspire our children to want to learn and to achieve by providing fun, challenging and purposeful learning experiences in a secure and welcoming environment. We want to empower our children to have the confidence, determination and resilience to achieve all they can whatever their background, whatever their abilities, wherever they start from. By helping our children to develop self awareness we will nurture the foundations of life long learning.

This Moral Purpose underpins everything we do at Inveravon as we endeavour to promote children's development of the four capacities as outlined in Curriculum for Excellence.

Successful Learners – the children will experience a planned, balanced and varied curriculum which employs a variety of teaching methods and activities. Pupils are encouraged to be responsible for identifying their next steps and to be aware of themselves as learners.

Confident Individuals – children will receive appropriate support to meet their individual needs and will develop positive attitudes towards their life and work. Their successes will be celebrated and they will be encouraged to lead a healthy and active lifestyle.

Responsible Citizens – Children will be encouraged to enrich the school and its community by acting responsibly and by valuing the unique culture and traditions of the past. They will be enabled to take part in decision making through pupil council and class circle time activities. Equal opportunities will exist for all and individual differences of race, culture and belief will be respected and celebrated.

Developing an awareness of environmental husbandry in our wild garden area.



Effective Contributors – children will be encouraged to work on their own and in teams to apply their thinking skills, to create and develop ideas and to solve problems. Encouraging them to think about their learning and how they learn will promote attitudes of self reliance and enterprise.

VISION AND VALUES

In discussion with pupils, staff and parents we created a vision for our school to enable everyone in our school community to



Making very good use of our outdoor environment as we identify trees for thinning out in our Orchard

Being the Best We Can

ETHOS

The general atmosphere in school is a very happy, purposeful and welcoming one with all pupils and staff being proud of their school. Relationships among staff are very positive and we work well together as part of a team. All staff have high expectations of pupil achievement and behaviour and these are shared with pupils and their parents. We encourage our children to evaluate their own efforts and discuss how things could be improved.

Our pupil council is currently made up of all the pupils who have been divided up into four groups with an appointed spokesperson. Regular meetings are held where the groups are given an opportunity to discuss issues which have been brought to the table either by themselves or a member of staff. Each pupil is encouraged to give an opinion and then the main points are reported back to the whole meeting via the spokesperson. Decisions are taken and appropriate action identified.

We promote enterprising attitudes within our pupils and encourage them to have an "I can" attitude. Social responsibility is encouraged through our Eco and Global Citizenship activities and the pupils take responsibility for organizing various events and activities throughout the year. They also have responsibility for producing a school newsletter which is published each term. It includes articles about their various trips and activities and celebrates success by sharing the achievements of the children with each other and the wider community. The school garden club has been established for many years and the pupils successfully plan for and organize activities which enhance the school garden areas.

OUR SCHOOL VISION

Being the Best We Can

OUR SCHOOL AIMS

At Inveravon our general aim is to provide a quality educational experience for each child catering for their intellectual, physical, emotional and spiritual needs.

Therefore our specific aims are: -

- To provide a curriculum which has breadth and balance and is within the Framework of national and local guidelines.
- To provide a stimulating learning environment where pupils can maximize their potential.
- To provide a variety of appropriate and varied learning experiences in order that each pupil can develop confidence and acquire a wide range of skills.
- To create a welcoming atmosphere where parents are actively involved in their children's learning and feel they contribute positively to the life of the school.
- To provide a consistent, well-resourced education in line with national and council guidelines by raising attainment and taking account of best value.
- To work together to create a climate where mutual trust and respect promotes the development of positive attitudes to themselves and others.
- To give children an awareness of their roles and responsibilities within school, the community and the wider world.
- For all staff to work together as a team committed to improving the effectiveness of this school.

PARENTAL INVOLVEMENT OPPORTUNITIES

We are very fortunate to have the support of an active parent council team and wider parent body at Inveravon. We work closely together to benefit our children in many different ways. For example our parent council provides money for school trips, teaching resources and also provides funding which enables us to bring in specialists to enhance our curriculum with dance, sport, music, drama and outdoor education.

The following people have been elected to represent your interests:

Parent Representatives

Mr Tim Rogers	-	Chairperson
Mr Chris Roberts	-	Treasurer
Mrs Louisa Cockram	-	Secretary

Advisor to the Parent Council – Mrs Smith HT	
Mrs Patricia Lawson	- Co-opted member

Meetings are held on a regular basis throughout the year with usually one meeting per term. Parents are notified of meetings through the school newsletter. Information and minutes of the meetings are displayed on the School Notice Board and are available from the Parent Council.

If you would like to get involved in the work of the parent council please contact the school or Mr Tim Rogers.

The Parent Council exists to support the school in

- o its work with pupils
- o representing the views of parents
- o promoting contact between the school, parents, pupils and the local community
- o reporting annually to the parent forum

Parents as Partners

At Inveravon we have an “open door” policy which means you are very welcome to come in to the school to ask for an appointment, to speak to a teacher, other member of staff or the Head Teacher at a mutually convenient time.

We recognise that you as parents are the first and foremost educators of your children and we wish you to be fully involved in this process in partnership with the school.

Each November we have an Open Evening where the children choose the areas of their learning they want their parents to see. They organise a personalised quiz for their parents to do on the night which leads parents through the school to look at wall displays, jotters etc and find out about what their children are doing and how they are getting on.

In February parents, along with their children, are invited to meet with the class teacher to discuss progress and next steps. These discussions are, informed by the children's learning logs which are sent home weekly throughout the year, and form the basis of the child's annual report which is written by the children themselves

INFORMATION FOR PARENTS AND CARERS

A series of leaflets has been produced by Education and Social Care Services for parents and carers. These leaflets are available from the school or The Moray Council Internet site.



The "Information for Parents and Carers" leaflet is available in other languages. A "Notes for Parents and Carers" booklet in pdf form is also available.

Please see **Appendix A** at the rear of this handbook for information on links to The Moray Council's internet site web pages.

Named Person Statement

Getting it right for every child is a national policy to help all children and young people grow, develop and reach their full potential. It aims to improve outcomes for children and their families based on a shared understanding of their wellbeing. **Most children will receive all the support they need from their own families and community.**

As part of the GIRFEC approach each child or young person is allocated a Named Person. In Primary the Head Teacher is usually the Named Person and will remain throughout their primary school career. On transition to Secondary School, Guidance teachers become the Named Person.

SCHOOL INFORMATION

Parents can have access to the School Improvement Plan and annual Standards and Quality Report at the school office. A range of information leaflets and parent guides to the curriculum are also available in the reception area.

If you wish further information, please do not hesitate to contact the school personally or by telephone.

SCHOOL IMPROVEMENT PLAN

At Inveravon Primary, we aim to *improve* educational experiences for all of our pupils. We have identified a number of improvement priorities. These are:

1. To continue the development of children's engagement with and leadership of their learning.
2. To ensure quality and confidence in assessment
3. To develop Interdisciplinary Learning
4. To promote Well being and Confidence

Full details are available in the school's full '**School Improvement Plan**'. (refer to **Appendix B**)

How well do our children learn and achieve?

- Our children are enthusiastic and highly motivated. They have high expectations of themselves and of others and are very supportive and encouraging to each other. They recognise the differing skills and talents of their peers and their desire to celebrate each other's achievements and to record them on the "skills wall" is evidence of the nurturing ethos within the school. Amongst all there is a determination to do well.
- We consistently celebrate our children's achievements during check ins and through ongoing dialogue in the classroom, creating a climate which nurtures the potential of all to feel successful and achieve widely.
- Learning logs are used very effectively by all children and provide an excellent record of learning and achievement on a daily/weekly basis. These are shared with parents and provide very good opportunities for partnership working as there is a shared understanding of learning undertaken and standards expected. In future these will be amended to capture and record the application and progression of skills.
- The use of Visible Thinking Routines has continued to impact significantly on the children's ability to make connections in their learning as evidenced by their class work and comments in reports. Most of our senior children can identify which routines they find most useful for specific tasks and will select and use them effectively in many different curricular areas and learning contexts. An increasing number of our younger children are also able to do this.
- Learning is showcased to parents at the end of each term and these events are always well attended. The children enjoy these as they take full control over what they want to share. This extension of their classwork demonstrates very well that our children are developing as confident individuals.
- Research and training undertaken by staff to develop learning and teaching has led to improved planning which focuses on what the children will understand and has ensured that learning experiences have greater depth and are relevant to the children's lives. Our children respond positively to this as evidenced in their comments in learning logs, annual reports and also comments from parents.
- The standard of writing has continued to improve across all age groups and all our children can write high quality, extended pieces (appropriate to their level) in a variety of genres. The development of a writing technique which provides a multi-sensory approach has transformed the attitude of some of the younger pupils who are now much more confident and able.
- From the early stages, children benefit from a wide range of educational visits and from visitors to the school. P6 and P7 children benefit from a residential, outdoor learning experience each year, along with other schools in the cluster.
- At all stages, children use computers and interactive whiteboards very confidently to enhance their learning. For example in our partnership with German and Chinese Exchange students the use of the interactive whiteboard greatly enhances the language provision.. Many of our senior pupils are aware that they are developing the skills of language learning rather than just learning a language.
- Once again we have placed a strong emphasis on the provision of quality art experiences and all children commented enthusiastically in their reports on the development of their art skills. All were highly motivated to create quality work and tell us that they really enjoy the weekly art sessions. Parents tell us they think the standard of art work displayed throughout the school is high.

- We continue to maintain high standards of achievement and can demonstrate added value from the results of standardised testing PIPS and InCas. These compare very well with local and national averages.
- Attendance at both after school clubs, Badminton and Lego, has increased with the majority of children now attending on a regular basis. These are led by support staff and a member of the local community.
- At all times we are mindful of the school's vision to be "The best we can" and all children are extremely motivated to do so.

Full details of the school's successes and achievements are available in '**Standards and Quality Report**' - **Inveravon Primary School**. (refer to **Appendix C**)

Information on Inveravon's (and other schools) performance can be obtained at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/index.asp>

CURRICULUM

Scottish education is currently in an exciting phase as the Curriculum for Excellence (CfE) for all our learners aged 3 – 18 is becoming embedded in our schools. The aim is simply to raise standards for learners, close the gap and ensure that we are equipping our youngsters to make a positive contribution to life in 21st century Scotland.

“The Curriculum for Excellence places a focus on learning which encompasses

- o the ethos and life of the school
- o curriculum areas and subjects
- o interdisciplinary learning opportunities for personal achievement”
(Building the Curriculum 3 June 2008)

The purpose of the curriculum is to help children and young people to become successful learners, confident individuals, responsible citizens and effective contributors. These are known as the Four Capacities.

Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life situations into the classroom and makes links with knowledge in one subject area to another which helps children to understand the world.

The framework for this consists of Learning Outcomes which describe the expectations for learning and progression in all eight areas of the curriculum. These define the standards and expectations for the whole curriculum.

- o Health and Wellbeing – personal, social, emotional and physical
- o Religious and Moral Education – religions, values and beliefs
- o Languages – literacy, English and modern languages
- o Numeracy and Mathematics – number work and problem solving
- o Sciences – understanding our planet
- o Social Studies – our world past and present
- o Expressive Arts – art, drama, music and dance
- o Technologies – food, design and IT

All learning must take account of the principles of curriculum design which ensure challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance. This ensures that learning is useful and meaningful for our children.

Thinking Skills

At Inveravon we place great importance on the development of thinking skills and we integrate “teaching for thinking” approaches into everyday learning experiences. The aim is not to get the “right” answer necessarily, rather it is to help the children make explicit their thinking processes so that they can be applied in similar and in new circumstances. We endeavour to establish “communities of enquiry” in our classrooms in which the emphasis is on the thinking process and enjoyment. The development of thinking skills requires a lot of listening and talking. Knowing that their thinking is unique to them and therefore valid brings children out of themselves..... they start to listen more carefully to what other children are saying and find that they can get more involved in the discussions and become more confident. As they think and talk about their learning the children become more aware

of how they learn and what helps them to learn better. Consequently their self esteem is enhanced and their motivation increases.

“What thinking skills offers is the chance for our pupils to become independent learners with the potential to improve their understanding of how to achieve. This is then transferred from subject to subject and ultimately prepares them for a world which is ever changing and where companies are increasingly expecting their employees to learn.” (Ginnis 2002).

HEALTH AND WELLBEING

At Inveravon the children experience certain aspects of health and wellbeing through focused topics in personal and social education. Within these topics we often draw on the expertise of others. Specialists within and outwith the learning community work together to ensure that the children learn in the most effective ways. Sports specialists play an important part in physical activity and sport provision.

We believe that physical education is fundamental to the overall physical development and well being of every child. We aim to provide the opportunity for all pupils to engage in a wide variety of purposeful, satisfying and enjoyable Physical Education activities. This provides them with a platform from which they can build physical competences, improve aspects of fitness and develop interpersonal skills and attributes. They encounter a wide range of practical learning experiences, including working on their own, with a partner and in small or large groups. Physical activity and sport take place in addition to planned physical education sessions, at breaktime and lunchtime in and beyond the school.

Pupils wear gym shoes, shorts and tee shirt for PE days which are notified at the start of the year. PE kit can be kept in school in a drawstring bag marked with the child's name and taken home for regular washing. For safety reasons, earrings, bracelets, rings and watches must be removed for PE.

We have a visiting specialist of PE every Friday afternoon throughout the year. At other times PE activities are led by the class teacher.

LITERACY

Language is central to children's learning. Through language they receive much of their knowledge and acquire many of their skills. Language enables children to communicate with others and to understand feelings, ideas and experiences.

The three organizers within Literacy are

- Listening and Talking
- Reading
- Writing

Within our literacy sessions we endeavor to develop critical and creative thinking as well as competence in listening and talking, reading writing and the personal, interpersonal and team working skills which are so important in life and in the world of work.

During their time at Inveravon our children will experience an environment which is rich in language and which sets high expectations for literacy and the use of language. They will spend time with stories, literature and other texts which will enrich their learning and develop their language skills. We balance play based learning with more systematic development and learning of skills and techniques for reading and writing.

Reading

In the early stages Oxford Reading Tree provides a core of interesting and attractive reading experiences which the children enjoy. As they become more competent readers Ginn 360 is introduced to extend vocabulary and to provide progressive opportunities for skill development. Supplementary readers from several sources including non fiction are provided to raise awareness of different genre and for extension and consolidation.

We provide opportunities for the children to make good use of our well stocked library to encourage reading for enjoyment. Children are encouraged to read for pleasure both in school and at home, and for this reason, school library books may be taken home.

Listening and Talking

Activities are planned which will encourage children to listen and talk individually or in groups for a variety of purposes and to respond to what they have heard. This could be by asking and answering questions, summarising and discussing plots etc. A variety of strategies are used by teachers to ensure that all pupils have an opportunity to contribute to discussions, to perform to audiences and to present their findings in a variety of appropriate ways.

On occasion our video camera may be used to record the performance of the children. By using the video as a teaching aid for peer and self assessment, the pupils can identify ways of improving their performance.

Writing

We encourage the children to write regularly in a variety of different genre in various cross curricular contexts. They are provided with clear guidance and a wide range of tools and strategies on how to write effectively using a carefully designed progression of skills. Core writing skills such as spelling, punctuation, grammar and presentation are also given high priority. The children have individual writing folders which enable them to record their progress and to identify their next steps.

MODERN LANGUAGES

Our Senior pupils are being introduced to German. The main aims are to offer them the opportunity to learn about and use everyday German in an informal and relaxed atmosphere. Areas covered include: introductions/greetings, classroom objects, days of the week, months, numbers, parts of the body and family members. The main emphasis is on the spoken word and opportunities for this are planned through enjoyable activities such as group and class games, craftwork and songs.

MATHEMATICS AND NUMERACY

Numeracy skills play an important role in our lives and are used in everyday activities such as buying food and clothes, keeping time or indeed tiling the kitchen floor. Looking at real life problem solving activities enables pupils to have a clearer understanding of numeracy and mathematics. Being numerate helps us to function responsibly in everyday life and contribute effectively to society. Children acquire new skills and knowledge more easily when actively involved in their learning. For example a Post Office or Café creates an opportunity for children to learn how to count and give change. We aim to give our pupils a sound understanding of our number system and to this end we provide a skilful mix of a variety of approaches including:

- active learning and planned purposeful play
- development of problem solving capabilities
- developing mental agility
- asking children to explain their thinking
- use of relevant contexts
- using technology in effective and appropriate ways
- promoting and interest in and enthusiasm for numeracy

At Inveravon Primary we place a great deal of importance in developing a range of mental strategies which the children can draw on in real life situations.

TECHNOLOGIES

The technologies framework at Inveravon has six organisers which offer opportunities for personalisation and choice using many different contexts for learning.

- Technological Developments in Society
- ICT to enhance learning
- Business
- Computing Science
- Food and Textiles
- Craft, design, engineering and graphics

Through a mix of interdisciplinary work and discrete subject teaching we aim to provide challenging activities which involve research, problem solving, exploration of new and unfamiliar concepts, skills and materials. Our framework provides progression in cognitive skills. Through the use of Critical skills challenges, KNEX Engineering Club, Enterprise, Citizenship and Eco activities our children are provided with opportunities to develop their creative and entrepreneurial skills and are encouraged to become innovative.

SOCIAL STUDIES

Social Studies cover the traditional areas of History, Geography, Modern Studies and now include Eco Awareness and Global Citizenship.

We study various aspects of these subjects through themes and short modules, which provide contexts for learning. The emphasis is on developing: -

- knowledge and understanding
- skills
- informed attitudes
-

During our courses of study we ask the children to: -

- observe
- compare
- predict
- record
- research
- investigate
- evaluate

Social studies cover many aspects and it is hoped that through these studies the pupils will develop inquiring minds and a caring attitude to the people and the world they live in. Some topics require visits to places of interest while others are enhanced by inviting members of

the community and other speakers in to school to talk to the pupils and share their experiences. The school grounds, garden and immediate surroundings provide a fantastic natural resource which is regularly used. The pupils are currently developing this to create an outdoor learning environment which will benefit the school and its wider community.

EXPRESSIVE ARTS

The Expressive arts encompass the following four subjects:

- Art
- Drama
- Music
- Dance

These subjects help to develop creativity, imagination and personal response in each child.

Art and Design is an important form of self-expression. We encourage children to be confident in using different materials, techniques and processes. Children are encouraged to observe detail closely and to use colour, texture and pattern in their work.

Class work and weekly art sessions from our visiting specialist provide a range of activities which enable our children to enhance their creative talent and develop their artistic skills

Through drama, our children have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and presenting are prominent activities for all learners. Their acting and presenting skills are developed through participating in scripted or improvised drama. Exploring real or imaginary situations helps learners to understand and share their world. They develop their capacity to enjoy drama and their knowledge and understanding through evaluating technical aspects and scripts, and commenting on their work and the work of others.

In music our children have opportunities to be creative and to experience inspiration and enjoyment. They are encouraged to develop their vocal and instrumental skills, explore sounds and musical concepts, and use their imagination and skills to create musical ideas and compositions. A visiting music specialist is in school for 20 weeks during the session.

Taking part in dance contributes to the children's physical education and activity. At Inveravon they are encouraged to develop their technical skills and the quality of their movement in a variety of different dance genre eg Scottish Country Dance, Hip Hop and Street Dance etc. Where possible we invite outside partners to work with us at specific times of the year or when they are available.

RELIGIOUS AND MORAL EDUCATION

We approach learning through interdisciplinary studies under the headings of:

- Christianity
- Other World Religions
- Development of beliefs and values

Our children are enabled to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. The skills of reflection and critical thinking and an enhanced understanding of the beliefs and values of others are all crucial in assisting this process.

We are in the fortunate position of having two chaplains at present Father Colin Stewart and Rev Sven Bjarnason come to school to take whole school assemblies at regular intervals throughout each term.

Whole school assemblies give the pupils the opportunity to participate in a time for reflection accompanied by music, story and song. Our aim is to develop the whole person by encouraging self-awareness, tolerance and a respect for others.

If parents do not wish their child to take part in these acts of worship, they must let the school know in writing.

You can access further information about the curriculum and supporting your child on

<http://www.LTScotland.org.uk/Parentzone>

<http://www.educationscotland.gov.uk/parentzone/cfe/index.asp>

<http://www.educationscotland.gov.uk/parentzone/resources/index.asp>

ASSESSMENT AND REPORTING

Using the four capacities of Curriculum for Excellence as our overarching principles we assess each learner's progress in Knowledge and Understanding, Skill Development and Attributes and Capabilities.

Assessment evidence may come from things that the pupils say, write, make and do in response to their learning experiences.

Summative Assessment

On entry to school our Primary 1 children take part in a baseline assessment called PIPs which gives the school a starting point to build on along with their moving along report from nursery or playgroup. They are then reassessed at the end of P1.

Starting this session the children in P3 and P6 will take part in another set of assessments called INCAS which will enable the school to monitor the progress they are making. These assessments are now done on the computer and are enjoyed by the children. The school uses the information to identify areas of strength and areas where the children might need more support.

The information provided by the P7 PIPS assessment is used in the transition process from Primary School to High School.

Formative Assessment

Pupils are encouraged to evaluate their own work and that of their peers throughout all areas of the curriculum. Regular discussions with teaching staff who provide high quality feedback to the children enable them to identify areas for improvement and strategies are identified to help the pupils achieve their targets.

Open evenings afford the staff and parents the opportunity to discuss children's progress in detail, and to identify next steps. Parents may of course contact the school at any time and arrange an appointment if they have any concerns.

Reporting

Parents receive an annual report on their children's progress. The report is compiled mainly by the children about their learning and next steps with additional comments provided by the teacher. Parents are also invited to comment on their children's progress prior to the report being written so that their views are included.

Teaching staff and school management may also get in touch with parents/carers to discuss any learning, personal or behaviour matter as they arise.

HOMEWORK

We believe homework can be a valuable opportunity for parents to work in partnership with the school. Your involvement gives children the reassurance of a consistent, positive attitude from both home and school. Homework activities give children further opportunities for individual work and encourage independent study habits where the children can take responsibility for their learning.

Homework activities may vary but will generally consist of

Reading and Language

Your child may have reading to prepare and their reading record will show the pages required. You may sign this and add comments if you wish. Your help in hearing reading and discussing the content is greatly appreciated, as it can help reinforce vocabulary, expression and fluency.

As well as preparing their reading children may be asked to

- Look up words in the dictionary
- Complete comprehension activities
- Write a book review
- Practise spelling words

We do not expect older pupils to read aloud a whole chapter of a novel but your help with asking questions on the content or helping children with more difficult words is appreciated.

Mathematics –

Children may be asked to complete Pupil sheets and other relevant maths tasks. These short activities provide children with valuable practice at home. They also help to give parents:-

- an insight into some of the maths carried out in school
- an opportunity to talk to the children about maths.
- a focus for communication with the school.

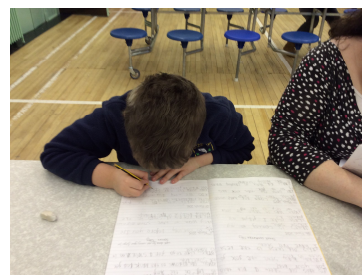
ADDITIONAL SUPPORT NEEDS

Mrs Lorna Walker our ASN teacher works closely with class teachers to provide effective support for pupils in specific areas of their work. She is currently in school for a half a day once a week but this can change from year to year.

The main role of support for learning is to assist pupils with specific, identified educational needs. Sometimes pupils will be withdrawn from class work if it is felt that more individualised support is needed. Parents will be informed if support for learning is deemed necessary and appropriate for their child. They will be offered the chance to come to school to discuss any concerns they may have with Mrs Walker, the Head Teacher and/or Class Teacher.

The Moray Council is committed to working in partnership with parents, young people and children. It is important that everyone feels able to have their say at meetings and to have their views fully discussed as part of the decision making process.

Parents who have concerns about their child's progress should make an appointment to discuss the matter with the class teacher in the first instance.



ADDITIONAL SUPPORT ACT 2004

The Education (Additional Support for Learning) (Scotland) Act 2009 came into force on 14 November 2010. More information can be found on the Moray Council's website regarding this and the council's provision for additional support needs in Moray.

There are also internet links to other potentially useful organisations via The Moray Council's website. Please refer to **Appendix A** for how to access this.

Information on *GIRFEC* ("Getting it Right for Every Child") is available at:
<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

Enquire – The Scottish advice service for additional support for learning.

Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0845 123 3303
Email enquiry Service: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk

Enquire provides a range of clear and easy-to-read guides and fact sheets including:
The parents' guide to additional support for learning.

GETTING ON TOGETHER AT INVERAVON

We are committed to using positive attitudes towards our pupils, to praise rather than blame and to encourage honesty and integrity in all they do and say.

We want our school to be a welcoming place where children and their parents feel safe, valued, secure and happy. In order to achieve this we have a code of conduct based on respect, tolerance and consideration for others

It encourages pupils to have pride in themselves, have consideration and care for others and their property and to be aware of the wellbeing and safety of those around them.

This message is revisited at assemblies and in the classrooms in many different ways.

We also place a lot of emphasis on our partnership with parents and on the role that they play in assisting us to ensure that our school is a safe and happy place.

Our school ethos promotes respect from the individual and therefore any form of bullying is unacceptable at Inveravon Primary and will not be tolerated. However, many perceived instances of "bullying" are often found to be merely children falling out, squabbling or being unable to sort disagreements themselves. Care needs to be taken not to confuse bullying with typical childhood behaviour so if your child is experiencing difficulties with another child please do not assume immediately that it is "bullying."

The school policy on Bullying and Promoting Positive Behaviour is available on request from the school.



Developing our social skills
in the great outdoors.

GETTING ALONG AT INVERAVON

We encourage our children to treat others as they would like to be treated themselves. The pupils of Inveravon Primary should:

- Carry out all reasonable instructions given by a member of school staff or by any pupil who has been given authority to issue instructions.
- Have with them and use sensibly the books, equipment, materials and clothing which are appropriate for the work to be undertaken.
- Accept that all staff are supporting them as they learn.
- Behave towards each other in the same way as they would like to be treated by other people.

- Take care of and respect their own, others' and school property.
- Let their behaviour outside school reflect the same habits of courtesy and consideration for others which are expected in school.

Whole school rules are also in operation during lunchtimes and breaks. These periods are important times in a child's school day. Here children are free to form friendships, to structure their own play and to exert self-discipline and responsibility towards others.

However, wherever there are children, there will sometimes be disagreements. Children at Inveravon should feel free to talk about their concerns with staff in the knowledge that these will be given due consideration.

We value our Supervisors and work in partnership with them to promote our Positive Behaviour Policy during lunchtimes and breaks.

If a child persistently fails to follow the School Code of Conduct he/she may be referred to the Head Teacher.

The School Code of Conduct is applicable in the following areas:

The classrooms
The playground
The dining hall
The corridors and the toilets.

Children are expected to follow the school's code of conduct and for the most part we find that our children do so. However should a pupil find it hard to abide by this code they may be liable to various sanctions.

Sanctions

- Discussion about the issue and a verbal warning
- Reported to the Head Teacher or Principal Teacher
- Withdrawal of privileges
- Parents/carers invited to discuss behaviour and agree future conditions,
- Exclusion from school

Any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to Education and Social Care Services, and the Police may also be involved.

USEFUL INFORMATION

School Uniform

We are very proud of the fact that all children in Inveravon School wear their school uniform almost all of the time. Although we cannot insist on this, we actively encourage everyone to wear it. The recommended uniform is as follows:

Grey or Black Trousers / Skirt or Pinafore

Navy Blue Sweatshirt (School Name/logo)

White Shirt / Polo Shirt

Suitable Shoes

Also available (optional) Navy Blue Jacket (School Name/logo)

Children are asked to bring appropriately labelled sportswear for PE and an old shirt for Art and Craft. Children find a PE bag (not plastic) useful for keeping their PE kit together. It is handy if a PE kit is kept in school all the time and taken home for laundering at weekends and holidays. Pupils should not wear their PE kit under their normal clothing, but should change before and after PE. Pupils without a PE kit may not be allowed to participate.

We ask that pupils do not wear jeans or items of clothing carrying slogans. Football attire may be worn at PE but not as items of clothing in the classrooms. Jewellery and valuables should be left at home

Individualised School Bags with the school logo are available from the school office and they have proved to be very popular with the children and their parents.

Some families may be entitled to a clothing grant. Please refer to Appendix A for access to information and application forms.

Transport

All primary and secondary pupils who live more than 2 miles from their school will be provided with free transport if that is their local catchment school. Door-to-door transport is not guaranteed. In certain instances, children may be required to walk up to 2 miles as appropriate.



Parents are requested not to leave children at school in the mornings until a member of staff arrives.

To claim entitlement, please refer to **Appendix A** for information on how to request an application form.

Water Bottles

In the interests of health and wellbeing, pupils have access to drinking water throughout the school day. There is a water cooler available to top up bottles. Please bring a named water bottle to school.

School Meals

The school meals, brought in from Aberlour Primary School and served at Inveravon Primary School are of a high standard and are taken by most children in the school. Our lunchtime auxiliary, in keeping with our Dining room Conduct Guidelines, asks for good manners, and children are encouraged, but not forced, to eat a substantial meal.

Although meals are served in Inveravon School Hall, their actual provision, the collection of money and the issuing of lunch tickets, is the responsibility of Mrs McBain, the Canteen Assistant, who is employed by the D.S.O. Parents concerned about lost tickets should contact Mrs McBain. She requests that payment be made by cheque (whenever possible) to: "The Moray Council"

Free School Meals

Some families may be entitled to free school meals. Please refer to **Appendix A** for access to information and application forms.

Packed Lunches

Should a pupil wish to take a packed lunch, then he/she will eat lunch under supervision, in the dining hall as directed by the Lunchtime Auxiliary. School eating and conduct guidelines will apply.

Supervision

In accordance with 'The Moray Council's Policy', we have a Children's Supervisor and a Lunchtime Auxiliary.

Our Children's Supervisor supervises the children as they play during break periods. Our lunchtime auxiliary has responsibility for the supervision of pupils during the lunch interval, in particular within the school dining area.

There is no supervision of children as they disembark from the school bus in the mornings.

School Term Dates are available on the internet at The Moray Council at school term and holiday dates.

http://www.moray.gov.uk/moray_standard/page_55829.html

Please refer to **Appendix E** for access to information.

CHILD PROTECTION

It is everyone's job to ensure that children are kept safe. Schools in Moray follow the [National Guidance for Child Protection \(2014\)](#) and are required to report any suspected child abuse to Police or Social Work.

If you have concern for a child, call duty Social Work on 01343 563900 (08457 565 656 out of office hours) and/or the Police on 101. Pass on your concern and all the information you have available to you. This is not a process that intrudes on families and their children, but a process that is inclusive and supportive to achieve the best outcomes for children.

The categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

If you are unsure, ask for the Child Protection Co-ordinator in the School. They have received the latest training in Child Protection so that they are confident, well informed and supported to promote the protection of children. You can discuss your concern with them. Social Work and/or Police can also be consulted out with School hours if required.

More information can be found on the Moray Child Protection webpage here : http://www.moray.gov.uk/moray_standard/page_55497.html

PHYSICAL INTERVENTION

A copy of the "Physical Intervention Guidelines" is available at the school.

All schools in Moray are aware that there may be a need for teachers to physically interact with pupils. In this respect teachers are advised by the Moray Council document "Physical Intervention Guidelines".

For further information please refer to Appendix A

APPENDIX A SCHOOL HANDBOOK: APPENDIX A

Contact: The Moray Council, Education and Social Care **Address:** Council Office, High Street, Elgin IV30 1BX
Website: www.moray.gov.uk

Telephone: 01343 563374 **Fax:** 01343 563990 **Email:** educationandsocialcare@moray.gov.uk
Hours: 8.45am - 5.00pm Monday to Friday

Revised 19/11/2015

Moray Council A-Z	Telephone:	Web page address:
Active Schools	01343 563890	http://www.moray.gov.uk/moray_standard/page_42597.html
Additional Support for Learning	01343 563374	http://www.moray.gov.uk/moray_standard/page_42567.html
Admission to Primary School	01343 563374	http://www.moray.gov.uk/moray_standard/page_52987.html
Adverse Weather Procedures	Local school or 01343 563374	http://www.moray.gov.uk/moray_standard/page_53021.html http://schoolclosures.moray.gov.uk/ http://www.moray.gov.uk/moray_standard/page_40560.html
After School Clubs	01343 563374	http://www.moray.gov.uk/moray_services/page_44889.html
Armed Forces Families Information	01343 563374	http://www.moray.gov.uk/moray_standard/page_100164.html
Attendance and Absence	01343 563374	http://www.moray.gov.uk/moray_standard/page_55580.html
Bullying	01343 563374	http://www.moray.gov.uk/moray_standard/page_52988.html
Childcare	01343 563374	https://www.scottishfamilies.gov.uk/

Moray Council A-Z	Telephone:	Web page address:
Children and Families Social Work	01343 563374	http://www.moray.gov.uk/moray_standard/page_47606.html
Child Protection	01343 563900 03457 565656 (out of hours) 101 (Police Scotland)	http://www.moray.gov.uk/moray_standard/page_55497.html
Clothing Grants	01343 563144	http://www.moray.gov.uk/moray_standard/page_55486.html
Community Care	01343 563999	http://www.moray.gov.uk/moray_standard/page_77362.html
Community Learning & Development	01343 563374	http://www.moray.gov.uk/moray_standard/page_39860.html
Curriculum for Excellence	01343 563374	http://www.moray.gov.uk/moray_standard/page_76320.html
Data Protection	01343 563374	http://www.moray.gov.uk/moray_standard/page_75569.html
Deferred Entry to Primary School	01343 563374	http://www.moray.gov.uk/moray_standard/page_52991.html
Disability Discrimination	01343 563374	http://www.moray.gov.uk/moray_standard/page_43019.html
Early Entry to Primary School	01343 563374	http://www.moray.gov.uk/moray_standard/page_56925.html
Early Learning & Childcare	01343 563374	http://www.moray.gov.uk/moray_standard/page_42682.html
Education and Social Care	01343 563374	http://www.moray.gov.uk/moray_standard/page_43612.html http://www.moray.gov.uk/moray_standard/page_2069.html

Moray Council A-Z	Telephone:	Web page address:
Education Maintenance Allowance	01343 563338	http://www.moray.gov.uk/moray_standard/page_40540.html
Exclusion from School	01343 563374	http://www.moray.gov.uk/moray_standard/page_53001.html
Free School Meals	Local school	http://www.moray.gov.uk/moray_standard/page_55486.html
Grants and Bursaries	01343 563374	http://www.moray.gov.uk/moray_standard/page_43903.html
Home Education	01343 563374	http://www.moray.gov.uk/moray_standard/page_76320.html
Information for Parents and Carers Leaflets	01343 563374	http://www.moray.gov.uk/moray_standard/page_42708.html http://www.moray.gov.uk/moray_standard/page_47236.html
Instrumental Instruction	01343 563374	http://www.moray.gov.uk/moray_standard/page_53005.html
Notes for Parents and Carers booklet	01343 563374	http://www.moray.gov.uk/moray_standard/page_42708.html http://www.moray.gov.uk/moray_standard/page_47236.html
Learning and Education	01343 563374	http://www.moray.gov.uk/moray_standard/page_44028.html http://www.moray.gov.uk/moray_standard/page_76320.html
Libraries & Information Services	01343 562600	http://www.moray.gov.uk/moray_standard/page_1472.html
Museums Service	01309 673701	http://www.moray.gov.uk/moray_standard/page_572.html
Parental Involvement & Parent Councils	01343 563374	http://www.moray.gov.uk/moray_standard/page_55068.html
Placing Requests	01343 563374	http://www.moray.gov.uk/moray_standard/page_49601.html

Moray Council A-Z	Telephone:	Web page address:
Pre-School Education	01343 563374	http://www.moray.gov.uk/moray_standard/page_42682.html
Racial Equality	01343 563374	http://www.moray.gov.uk/moray_standard/page_43019.html
School Catchment Areas	01343 563374	http://findmynearest.moray.gov.uk/my_moray.php?pcode
School Contact Details	01343 563374	http://www.moray.gov.uk/moray_standard/page_55590.html
School Information Line	0870 054 9999 Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge	http://www.moray.gov.uk/moray_standard/page_40560.html
School Meals	01343 557086	http://www.moray.gov.uk/moray_standard/page_55540.html
School Term and Holiday Dates	01343 563374	http://www.moray.gov.uk/moray_standard/page_55829.html
Sports Facilities	01343 563374	http://www.moray.gov.uk/moray_standard/page_2237.html
Swimming Pools	01542 882222	http://www.moray.gov.uk/moray_standard/page_74674.html
Transport (Pupils)	0300 123 4565	http://www.moray.gov.uk/moray_standard/page_1680.html http://www.moray.gov.uk/moray_standard/page_47797.html http://www.moray.gov.uk/moray_standard/page_56922.html
Travelling People	0300 123 4566	http://www.moray.gov.uk/moray_services/page_40313.html



Being the Best We Can

Our Moral Purpose is to inspire our children to want to learn and to achieve by providing fun, challenging and purposeful learning experiences in a secure and welcoming environment. We want to empower our children to have the confidence, determination and resilience to achieve all they can whatever their background, whatever their abilities, wherever they start from. By helping our children to develop self awareness we will nurture the foundations of life long learning.

Improvement Priority (HGIOs, C@C2, JtE)	Outcomes (what will change and be better for learners)	Main Actions	Led By		Evaluation of Impact
1. Profiling and tracking success and achievement Theme – Learning and Teaching Will include : <ul style="list-style-type: none"> Developing the Young Workforce 1+2 Contexts for Learning <ul style="list-style-type: none"> interdisciplinary learning opportunities for personal achievement curriculum areas and subjects 	Children will: deepen their understanding of the purpose of the curriculum be able to track the breadth, challenge and application of their learning (knowledge, skills and attributes) take responsibility for developing their individual profile in which they record information about themselves, their successes their strengths, their skills and future aspirations use the information in the profile to inform them when writing their own reports value discussion and understand that it is related to thinking which moves their learning forward share learning with parents providing them with opportunities to be part of their learning journey continue to develop a “growth mindset” and realise that they can continually improve through effort, hard work and having the right attitude.	Staff will further engage with Sals, MC progressions /milestones in learning and BtC4 Teachers and children will plan learning together using the Es and Os, identifying the progression of skills within them. (dialogue) Home school diaries / Learning Logs will be amended to include one or two long term targets about the changes the learners anticipate will take place for them as individuals Use of Visible Thinking Routines will be extended to track how their thinking has changed and what they have done as a result of the change of thinking (personal achievement) Staff and children to continue to develop and use the IDL framework, this planning to be	HT , PT	June 2016	2.1 Learning Logs Dialogue with children 4.2 Partnerships with other schools Parent Views Profiles /Learning Logs Blog 5.1 Annual Reports Pupil curriculum audit Wall displays 5.2 Classroom observations (peer) Teachers Plans Relationships Open Afternoons 5.3 Learning Logs Jotters 5.7 Open afternoons/performances Newsletters Blog 5.8 Dialogue with children 9.4 CPD Inservice Staff Meetings Pupil Voice

	be actively involved in their curriculum design be able to audit the SIP to evaluate the impact of their curriculum	shared at staff meetings and moderated			
Priority 2 Implementation of Rights Respecting Schools Theme: Curriculum Will include particular focus on : <ul style="list-style-type: none"> ○ GIRFEC ○ RME ○ H&WB ○ Social Subjects ○ Science Contexts for Learning <ul style="list-style-type: none"> ○ interdisciplinary learning ○ ethos and life of the school ○ opportunities for personal achievement ○ curriculum areas and subjects 	Children will : have more respect for themselves and others (values, relationships) understand and value different beliefs and cultures have knowledge and understanding of the CRC demonstrate this through the use rights respecting language, attitudes and relationships. be better able to make informed decisions and to grow into confident, active and responsible citizens. develop positive attitudes towards diversity in society know how to go about making informed decisions and being active citizens became actively involved in campaigns/debates that they understand, which uphold or defend the rights of others and of living sustainably.	RRSA – all staff training on getting started Raise awareness with pupils and staff , assemblies, meetings, etc Work undertaken to identify and explore values Launch RRSA with parents at Theatre Performance in September Collaborate with SHS and ASG – joint planning Focus group created to pull together the action plan for ROC and Stage 1 of award Recognition of Commitment Literacy Outcomes will be explored by staff and children to ensure skills progression IDL framework to be developed to include RRS outcomes Research and organise Fair Trade Fortnight activities – collaboration with local church group	Dec2015	June 2016	Home school diaries Teacher’s and children’s planning Pupil Profiles Annual Reports Classroom displays 9.4 Minutes of Staff meetings and Inset days. CPD records and PR&D Pupil focus groups Parent focus groups Surveys Transition activities with SHS Feedback strength of the community, how we speak to children

APPENDIX C

STANDARD AND QUALITY REPORT

Dear Parents,

Yet another school session is drawing to a close and what an amazing year it has been for everyone here at Inveravon. All our children, staff and parents have a huge amount of pride in the school and in the following pages I will attempt to share with you some of the highlights and significant events we have shared together over the months which led to the children themselves renaming the school "Inverawesome." I think that is possibly the strongest and most powerful testimony to the success of the school and the way we do things here at Inveravon. As one parent said "when the children rename their school Inverawesome you know something magical is happening here."

The children are a delight to be with as they are happy and eager to come to school and demonstrate a real love of learning on a daily basis. Their enthusiasm for, and appreciation of, everything that they experience within these four walls is humbling and I know that I speak for all of the staff when I say that we are privileged and blessed to be part of the learning journey of these truly inspirational young people.

How well do our children learn and achieve?

- Our children are enthusiastic and highly motivated. They have high expectations of themselves and of others and are very supportive and encouraging to each other. They recognise the differing skills and talents of their peers and their desire to celebrate each other's achievements and to record them on the "skills wall" is evidence of the nurturing ethos within the school. Amongst all there is a determination to do well.
- We consistently celebrate our children's achievements during check ins and through ongoing dialogue in the classroom, creating a climate which nurtures the potential of all to feel successful and achieve widely.
- Learning logs are used very effectively by all children and provide an excellent record of learning and achievement on a daily/weekly basis. These are shared with parents and provide very good opportunities for partnership working as there is a shared understanding of learning undertaken and standards expected. In future these will be amended to capture and record the application and progression of skills.
- The use of Visible Thinking Routines has continued to impact significantly on the children's ability to make connections in their learning as evidenced by their class work and comments in reports. Most of our senior children can identify which routines they find most useful for specific tasks and will select and use them effectively in many different curricular areas and learning contexts. An increasing number of our younger children are also able to do this.
- Learning is showcased to parents at the end of each term and these events are always well attended. The children enjoy these as they take full control over what they want to share. This extension of their classwork demonstrates very well that our children are developing as confident individuals.
- Research and training undertaken by staff to develop learning and teaching has led to improved planning which focuses on what the children will understand and has ensured that learning experiences have greater depth and are relevant to the children's lives. Our children respond positively to this as evidenced in their comments in learning logs, annual reports and also comments from parents.
- The standard of writing has continued to improve across all age groups and all our children can write high quality, extended pieces (appropriate to their level) in a variety of genres. The

development of a writing technique which provides a multi-sensory approach has transformed the attitude of some of the younger pupils who are now much more confident and able.

- From the early stages, children benefit from a wide range of educational visits and from visitors to the school. P6 and P7 children benefit from a residential, outdoor learning experience each year, along with other schools in the cluster.
- At all stages, children use computers and interactive whiteboards very confidently to enhance their learning. For example in our partnership with German and Chinese Exchange students the use of the interactive whiteboard greatly enhances the language provision.. Many of our senior pupils are aware that they are developing the skills of language learning rather than just learning a language.
- Once again we have placed a strong emphasis on the provision of quality art experiences and all children commented enthusiastically in their reports on the development of their art skills. All were highly motivated to create quality work and tell us that they really enjoy the weekly art sessions. Parents tell us they think the standard of art work displayed throughout the school is high.
- We continue to maintain high standards of achievement and can demonstrate added value from the results of standardised testing PIPS and InCas. These compare very well with local and national averages.
- Attendance at both after school clubs, Badminton and Lego, has increased with the majority of children now attending on a regular basis. These are led by support staff and a member of the local community.
- At all times we are mindful of the school's vision to be "The best we can" and all children are extremely motivated to do so.

How does the school support the children to develop and learn?

- Across the school staff have developed active learning experiences and plan interdisciplinary learning and teaching activities which involves children across all stages. They have taken careful account of how all four contexts for learning can be used in balance when planning children's learning and a photographic wall display records how our curriculum fits together. This is updated regularly by the children and staff.
- All staff consistently and effectively promote the importance of values, skills and attributes for success which has increased our children's sense of achievement and raised their expectations of what they can do. Most children recognise the bigger picture of "learning to learn" and know that motivation and mind-set are major elements of success. Many visitors to the school who have worked with the children have commented on this.
- Children feel that the many strengths and talents they bring to school are acknowledged and celebrated very well. They feel very strongly that their ideas and opinions are taken seriously by staff and they talk proudly about their learning.
- Children are involved at an early stage of curriculum development in giving feedback on what makes good learning. Planning is collegiate and children's prior knowledge and specific areas of interest are very well used to plan sequences of learning and teaching.
- The school's approach to interdisciplinary learning has been very successful in enabling children to make connections between areas of learning. There is a focus on developing transferable skills
- Staff plan a broad range of opportunities for children and are confident in their use of Curriculum for Excellence Experiences and Outcomes to plan learning. Support staff have

expressed a desire to be further involved with planning using the Es and Os alongside the children next session.

- Our curriculum ensures a balance of knowledge and skills as well as the attributes and capabilities of the four capacities. It is flexible and adaptable to effectively meet the needs of our children. The rationale for our curriculum is based on shared values and a collegiate Moral Purpose. Teachers select activities and use content from a variety of sources, increasingly drawing on real-life resources. They provide opportunities for children to apply learning from one discipline in another. Literacy, numeracy and health and wellbeing are embedded across learning.
- Regular dialogue between staff enables us to effectively monitor and evaluate the impact and outcomes of changes in the curriculum in an on-going way. We take any necessary action to ensure that curriculum planning and structures evolve progressively over time to deliver the entitlements of Curriculum for Excellence.
- Skill development is embedded in the culture of our classroom and is a major strength. All our children can recognise and comment on the variety of skills they are using and of their importance.

"Knowledge you can forget but skills are with you for life" P5 Pupil

- We believe that good relationships are the key to success and we develop our curriculum in a way which maximises opportunities to foster good relationships and to build a productive, nurturing and safe school community.
- We are improving the curriculum to support children in developing an increased awareness of themselves as learners by further developing profiling. The weekly learning logs provide a comprehensive account of enjoyment, success and next steps.
- All our children have very good opportunities to debrief and are skilled at self- reflection. They can identify and talk about what they are achieving and how they are progressing within the four capacities of Curriculum for Excellence and increasingly within the four areas of learning.
- Most of our senior pupils are actively engaging with the Experiences and Outcomes in some curricular areas in order to identify their next steps and to plan their learning. Some are starting to recognize the progression within the outcomes across the different levels. As a result they are starting to understand how and why learning is planned and organized.
- We endeavour to promote the idea of a growth mindset and most children can now recognise when they are stuck in a certain way of thinking and how it can impact on their development and progress. This was regularly mentioned by most in their annual reports. Many children make reference to the "Inspirational Quotes" wall display as an important visual prompt which keeps them on task and remaining positive when challenged by new learning.
- Our focus on developing an understanding of "Big Ideas" and the subsequent shift from content to concept based topic work has been resoundingly successful. Engagement with these "Big Ideas" has resulted in well planned inter disciplinary topics which have led to the development of informed attitudes for many children.
- Parents tell us that they are extremely pleased by the high levels of motivation and enthusiasm their children have for learning in this way. Consequently our children have responded well to the steady stream of visitors who have visited the school to see our approach to Interdisciplinary learning and have been good ambassadors for change.
- The school blog provides weekly updates about the life and work of the school to the wider community. However we feel that it is not being accessed regularly enough by parents and plan to resurrect the school newsletter News2U which is written by the children.

- All the children are enthusiastic to discuss the skills they are developing and have become much more reflective very quickly with the visual clues from post it notes which they use frequently throughout their daily tasks to record successes and areas to work on
- Due to the small number of senior children moving on to high school we provided our own enhanced transition opportunities this year by linking with two other small schools. Throughout the year they met up and took part in rafting, bike building and sporting and motivational activities all of which were provided by external partners. The children tell us that they really appreciated these additional opportunities to meet their peers before they met up for the official transition days at the High School.
- The process of identifying, reviewing and evaluating learner's needs is embedded through the high quality dialogue between staff, staff and pupils and between staff, pupils and their parents. This is an area of major strength within the school and our open door policy ensures there is a culture of mutual trust and respect.
- All our children are happy and settled in the school environment and all staff are working hard to support each other and the pupils. Commendably the support staff volunteer many hours of extra time to discuss assessment results and next steps in learning and teaching which ensured coherence and continuity for all the children.
- Our curriculum promotes wider achievements very well and our children grow as citizens through Eco Activities and the weekly gardening sessions.

How does the school improve the quality of it's work?

- Our Self Evaluation Calendar ensures a rigorous programme of self- evaluation activities throughout the year and effective systems are in place to monitor and evaluate the quality of provision drawing on a wide range of evidence. We respond quickly to development needs which have been identified as a result of these. For example weekly swimming sessions have been organised as a result of many children expressing a desire to learn to swim.
- Self-evaluation places a high priority on the quality of learning and teaching. We reflect on current practice and evaluate any new initiatives, ideas and changes which have been introduced. We also focus on the impact of changed methodologies on outcomes for our children. We can show clear evidence of improvement based on actions as part of our self-evaluation.
- We have clear knowledge and understanding about how our children are progressing and achieving across curriculum areas. Through moderation and sharing best practice we consistently apply standards and increase expectations.
- We ensure that learning is the central focus of our improvement plans and that the improvement priorities are linked to classroom practice, the authority plan and national guidelines. We make transparent and evidence based decisions on the allocation of resources to achieve our objectives. e.g. the provision of time for teaching staff to develop the curriculum and to engage with pupils on an individual basis for report writing.
- We work with partners, our children, their parents and carers, in self-evaluation and are aware of our strengths and of our development needs. As a staff we are all committed to take action to effect improvement.

- We have strong leadership at all levels and have a shared vision for the outcomes of change. This vision gives direction to our self-evaluation and to the development of our curriculum and culture.
- We take ownership of professional learning, including reflection and enquiry as individuals and with others, in order to engage more deeply and meaningfully with Curriculum for Excellence. We are aware of the impact of our professional learning on our work and on the experiences of the children. Commendably all support staff seek out training opportunities to enhance their ability to support learning.
- Those with leadership responsibilities demonstrate that they are committed to learning by modelling good practice, giving feedback, sharing insights and stimulating self- evaluation. We reinforce a culture where staff feel able and confident to take lead roles within and beyond the classroom. Distributive leadership is a major strength.
- Our self-evaluation has led to high quality provision and promoted continuous improvement for all the children at Inveravon Primary School.

Thank you for taking the time to read this report of the life and work of Inveravon. As I said in the introduction the children are the real stars but throughout this report the dedication of the staff is apparent. On behalf of all the children and their parents I would like to take this opportunity to sincerely thank them for everything they do to provide such a welcoming and rich learning environment for the children at Inveravon Primary.

Each year brings us fresh challenges but we are a strong community and we overcome them.

Together we can achieve great things.



Inveravon Primary School
Being the Best We Can