

Standards and Quality Report

2021/22



FARR PRIMARY SCHOOL

HIGHLAND COUNCIL | FARR PRIMARY SCHOOL, INVERNESS, IV2 6XJ

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we progressing towards achieving these positive outcomes and changes.

Our School

Farr Primary and Nursery School is a non-denominational school based in a rural location about 15 minutes from the centre of Inverness. The current roll is 79 children in the Primary, with a single session morning and afternoon nursery for 19 children.

In session 2021-2022 the school roll increased, moving the school to operate with an additional class compared to the previous year; a nursery and 4 mainstream classes organised by P1, P2/3/4, P5/6 and P6/7.

In August 2021, due to the school roll increase, the school appointed a Principal Teacher.

The school has a number of pupils with additional support needs at all stages who are supported in class and sometimes out of class by our pupil support assistants and Pupil Support Teacher.

Due to the rural nature of the school, we have a wide-ranging demographic. The school is supported by an active Parent Council and fundraising committee and has received a grant from the Strathnairn Community Benefit Fund to enable pupils to be transported to events, trips and competitions.

The teaching staff work with their colleagues across the Inverness Royal Academy Associated Schools Group (ASG). This has been restricted in recent years due to the Covid 19 Pandemic, but collaboration is beginning again.

Average attendance percentage (as of 30/6/22): 91.07 %

Percentage of exclusions (as of 30/6/22): 0%

Our School Vision, Values and Aims

Vision:

Our vision at Farr Primary and Nursery School is to provide a nurturing and stimulating learning environment where all children can achieve their potential, so that they can contribute to a global society as confident, healthy, happy and lifelong learners.

Values:

School values were reviewed and decided on through consultation with staff, pupils, parents and the wider community in April 2017. The chosen values, which underpin all elements of school life, are:

Friendly Achieving Resilient Respectful

Aims:

Everybody is welcomed, treated fairly and with respect. We learn together within a challenging but supportive environment. We provide high quality teaching and learning experiences which promote active learning. We respect and care for everyone and everything around us in school and in the wider environment. We engage actively with the local community to improve and sustain our environment.

Summary of Standards and Quality Report/School Improvement Plan engagement process:

The process of engaging with the whole school community when we are developing our Standards and Quality Report and School Improvement Plan involves seeking the views of a wide range of people. Usually, we would discuss these documents with, for example:

- Teachers, Early Learning and Childcare (ELC) staff and other school staff
- Parents of children in the school and Early Learning and Childcare setting
- Pupils
- Partners that work with and support the school
- Other schools with which we link.

Session 21/22, like session 20/21, was impacted by Covid-19. From the unpredictability of the spread to the national change in guidance and cease of PCR and LFD testing all within this school session. This has affected the way we would be normally engage with our school/ELC community about our Standards and Quality Report and School Improvement Plan.

Our Improvement Journey Headlines Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

Improvement Project 1: Recovery from Covid: learning, teaching and assessment

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: Following the Covid Pandemic and the associated Recovery based curriculum, the school required a strategic overview of learning, teaching and assessment. This overview aimed to increase consistency of learning, teaching and planning within the school to enable more efficient collaboration between staff.

Progress and impact:

School Leadership:

- Worked collaboratively with all staff to identify strengths and pressures. From this, next steps were identified and an action plan created.
- School Leadership modelled new approaches within literacy and numeracy within classes to increase teacher confidence. Support continually given throughout the year.
- Clear and high standards and expectations were shared with all staff.

Parental engagement:

- Due to Covid restrictions, Family Learning Events were hosted virtually. These were also recorded and shared for those who couldn't attend.
- Regular use of questionnaires to obtain parental feedback on teaching, learning, experiences and achievements.
- Working groups created with families to be part of shaping the curriculum offering within HWB.
- Increased consistency in assessment data being shared.
- Open afternoons held in Term 1 (virtual) and Term 4 (in person)
- Close working relationship with the Parent Council, FANS and the general family community. Families were involved in the development of activities and opportunities given to the children: skiing; discos; fayres; themed activities; sporting competitions etc.

Assessment of children's progress:

- Agreed with all staff at the start of the year what the assessment calendar was to look like. This clearly identified what, who and when to assess during the year.
- Assessment meetings were held alongside School Leadership to discuss and evaluate data.
- A school tracker was used so that the 4 Primary classes had a consistent approach to tracking and monitoring.
- Collaboratively decided on the conditions for assessment to increase consistency and equity.

School Improvement:

- Using the WTA, protected time for School Improvement Priorities and development was secured.
- Teaching staff utilised Paired/Team teaching approaches to share best practice.
- PSA staff were included in training for approaches to be used in the class so that they could use their expertise to enhance it further.
- Training for staff was identified and delivered. Staff also were able to use their self-evaluation skills alongside their PRD process to identify training need individual to them. All teaching staff attended training that they wanted to apply for.

Performance information:

- Consistent assessment methods were used to allow for moderation of outcomes.
- Moderation between teaching staff increased the validity of the grades/scores given. This allowed a more accurate representation of the performance information.

Excellence and Equity:

- Universal support: worked on developing more consistent approach to teaching and learning within Literacy, Numeracy and Health and Wellbeing. Training for staff was delivered, and collaborative approaches taken to improving pedagogy. Analysis of assessment data revealed progress being made on average against the areas we intended to develop.
- Targeted support: support given to teaching staff about the effective use of PSA/Recovery Teachers based on assessment data.
- Collegiate working: protected time within the WTA to allow for closer collaborative working to increase consistency.

Engaging children, families, staff and community:

- Parental engagement opportunities delivered each term. Families were given information into the new approaches being used in the school, and given ways to support their child at home. Families were also offered opportunities to give suggestions for what sort of events they would want in the future.
- Learning conversations with children allowed them to explore their own progress and set next steps.

Evaluative statement:

- Staff now have a clearly defined, shared understanding of the requirements of the types, and frequency, of assessment.
- There is higher confidence and collaboration between staff.

Next steps:

- Embed approaches started this year so that there is consistency across all classes.
- Offer support to staff to ensure that consistency is further increased.
- Collaboratively agree in August with staff; What to assess; when to assess; how to assess; what to do following assessment; when assessment data must be input into tracker.

Improvement Project 2: Recovery from Covid: Raising attainment**Primary focus:** Performance Information**Year of Project:** 1**Purpose:** Following the Covid Pandemic and the associated loss of learning time, the school wanted to focus on raising attainment for all. This aimed to develop the quality of teaching and learning approaches.**Progress and impact:****School Leadership:**

- Meetings for staff were collaboratively agreed to allow for a balance of training and planning sessions to develop approaches. The Covid restrictions limited the effectiveness of these as they were predominantly virtual, but strategies were used to increase effectiveness of these sessions.
- PSA meetings with the Head Teacher to ensure that the staff were aware of the changes occurring in the school so that they could support effectively.
- PSA timetables were adapted to ensure support was being allocated to areas highlighted as in need of support.
- Recovery Teacher allocation to children was based on assessment data and the Teaching staff worked with SMT to decide on who to support.
- Support was offered in the form of observations, team teaching and optional additional training with SMT on the new approaches being used.

- Head Teacher regularly offered CPD opportunities to staff.

Parental engagement and Engaging children, families, staff and community:

- Family Learning events were held to ensure that the families were aware of the rationale for changes, as well as what it would mean for their child. These sessions also allowed for families to learn how they can support their children at home, as well as offering virtual materials to further enhance this.
- Families were invited in to the school for a curriculum open afternoon. Children took their families around their class and explained the learning from the year.
- Homework was used to support development of content covered in class.

School Improvement:

- WTA was used to protect time for staff to collaboratively plan and train together.
- Staff training sessions delivered on curricular/pedagogical changes.

Performance information and Assessment of children's progress:

- Spelling instruction was changed as a whole school. Using baseline assessments, we found that the spelling age scores were improving at an average rate of 2:1. For example- in a 5-month period, the children were making on average a 10-month improvement in their spelling ages.
- A new tracking and monitoring process was used for maths assessments this year. This allowed the school to identify areas of common strength and challenge. Universal and targeted support was put in place to address any challenges. Number and number processes was an area of progress, whilst fractions were an area identified to target.
- SNSA results for P4 and P7 displayed improvements in comparison to their previous performance.
- **Primary 1:** Almost all children achieved one of the top 3 bandings within Numeracy. Most of the children achieved one of the top 3 bandings within Literacy.
- **Primary 4:** Most of the children achieved one of the top 3 bandings in Numeracy. The majority of the children achieved one of the top 3 bandings in Writing. The majority of the children achieved one of the top 3 bandings in Reading.
- **Primary 7:** The majority of the children achieved one of the top 3 bandings in Writing. The majority of the children achieved one of the top 3 bandings in Numeracy. The majority of pupils achieved one of the top 3 bandings in Reading.

Excellence and Equity:

- Assessment and tracking mechanisms that were put in place allowed for identification of strengths. This then led to targeted extension activities to push towards excellence.
- Assessment and tracking mechanisms that were put in place allowed for close monitoring of children entitled to PEF funding. This then led to targeted support activities.
- PEF funding used to improve provision for children within the school

Evaluative statement:

- Assessment data has given the school an insight into the strengths and areas of development.
- Spelling improvements are evident after the change in approach.
- Feedback from children and families was very strong with regards to provision within the school.

Next steps:

- Trial use of new, more analytical approach to tracking and monitoring learning and assessment data.
- All staff to attend training relating to ways to raise attainment in literacy.

- Opportunities given to teaching staff to attend variety of CLPL/CPD events.
- Improve approaches to Profiling across the stages.
- Spelling: Further embed strategies and confidence
- Further develop the use of morphological awareness work for those who have very high attainment in spelling work.
- Further enhance approaches to support those for whom spelling approach has not resulted in improvements.

Improvement Project 3: Recovery from Covid: Health and Wellbeing

Primary focus: School and ELC improvement

Year of Project: 1

Purpose: Following the Covid Pandemic and the associated unsettled period of time, the school wanted to focus on ensuring the Health and Wellbeing of our school community was at the heart of our work.

Progress and impact:

- Our school has an inclusive approach where we are welcoming and ensure wellbeing is a priority for all.
- Everyone is included and UNCRC rights are respected.
- UNICEF RRS Silver award achieved this session
- We use the GIRFEC approach and Highland Practice Model to ensure we aim for all our children's needs to be met fully. Confidentiality is priority.
- We have a robust Designated Child Protection programme of training in place from Highland Council where the HT regularly engages with local and national training through this online platform.
- Our rationale, policies and practice reflect statutory requirements.
- Effective and consistent approaches and systems for promoting positive relationships. Positive partnerships with parents/carers, partners and wider community, working together to achieve positive outcomes for children and families.
- Our PEF plan and delivery targets support closing the gap for pupil learning. Support is provided to ensure each pupil has access to curriculum. We promote and encourage mindfulness and outdoor learning with links to curricular areas.
- HT & all staff are aware of any pupils requiring any additional support, and use creativity to provide supportive solutions where lack of resource/funding presents as a barrier.
- Clear system and known process in place to access additional support/intervention required where everyone has ownership.
- Clear HWB SHANNARI tracker document and data collated for overall school and individual grades.
- Pupil groups have leadership for promoting a positive culture.
- Pupil voice is strong across the school for various purposes. Pupil learning council reps consulted all children across the school on our playground project.
- We fulfil statutory duties and requirements, and have systematic processes in place to ensure our children are safe, well, and have their needs met.
- All staff are qualified with the correct documents in place. Staff regularly engage with training to keep abreast of any legislative guidance and policy update.
- Strategic direction and support from Highland Council to ensure the most relevant and recent information is shared and access to training/speakers.
- Work with outside agencies/charities or partners e.g., 'Ross County Resilience programme'
- Child Protection & Safeguarding training completed annually.

- We actively implement the Safeguarding and Child Protection information, in delivering and attending training to ensure we are skilled, confident and proactive to support children to reach their full potential and to raise attainment.
- Parents/carers are our true partners and we support them and their families when they reach out or we are made aware of a need. We have a non-judgemental solution focused approach.
- Parent/carers views are sought in different forums and we respond/work with them as appropriate.
- Pupil voice is strong across the school when evaluating improvement aspects, using HGIOURS, within Child's Plans, Pupil Groups and in person.
- We comply with legislation, statutory duties and code of practice. Staff are fully trained how to adhere to policies and practice and fulfil duties.

Evaluation of Progress

We believe we have made the following progress this session:

In our Early Learning and Childcare (ELC) setting:

Quality Indicator	ELC self-evaluation
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1.3

Leadership of Change	Very good
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2.3

Learning, teaching and Assessment	Good
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3.1

Ensuring wellbeing, equality and inclusion	Very good
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3.2

Securing Children's Progress	Good
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Quality Indicator	School self-evaluation
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1.3

Leadership of Change	Good
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2.3

Learning, teaching and assessment	Good
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3.1

Ensuring wellbeing, equality and inclusion	Good
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3.2

Raising attainment and achievement	Good
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Our children and young people believe we have made the following progress this session:

Theme 1	Good
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Our relationships

Friendly Achieving Resilient Respectful

Theme 2 Our learning and teaching	Good
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Theme 3 Our school and community	Good
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Theme 4 Our health and wellbeing	Good
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Theme 5 Our successes and achievements	Good
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Our overall evaluation of our school's capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Planning

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://farrprimaryschool.wordpress.com/school-improvement> or by contacting the school office.