

Standards and Quality Report

2021 – 2022



Tore Primary School

HIGHLAND COUNCIL | 10 STRAND STREET, MUIR OF ORD IV6 7SA

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

Tore Primary is a non-denominational rural school which is set in beautiful countryside and has served the community since 1879. It is situated at Muckernich, close to the Tore roundabout and is the community hub of the village. We have very good relationships with our families, who are supportive and place our pupils central in all that we do. Our pupils are confident, cared for and enjoy their learning. Outdoor learning is a regular feature in the timetable and our playground is a rich environment, which supports learning.

The majority of our children are within catchment and placement requests make up 40% of the pupils. We currently have a school roll of 23, split into two classes – P1-4 and P5-7 – led by four exceptional teachers. Teaching staff are well supported through effective use, of the equivalent of, two Pupil Support Assistants and the Additional Support for Learning Teacher, with whom we work one day a week. Intervention strategies are deployed, which are monitored by staff to ensure continued progression.

At school we strive to create a 'family' atmosphere, where all children can feel a sense of belonging. Our school sits at the heart of the local community and our team; staff, parents and community; endeavour to provide our children with a happy and vibrant education of high quality.

Our School Vision, Values and Aims

Aim High, Dream Big and be Your Very Best Self

Values

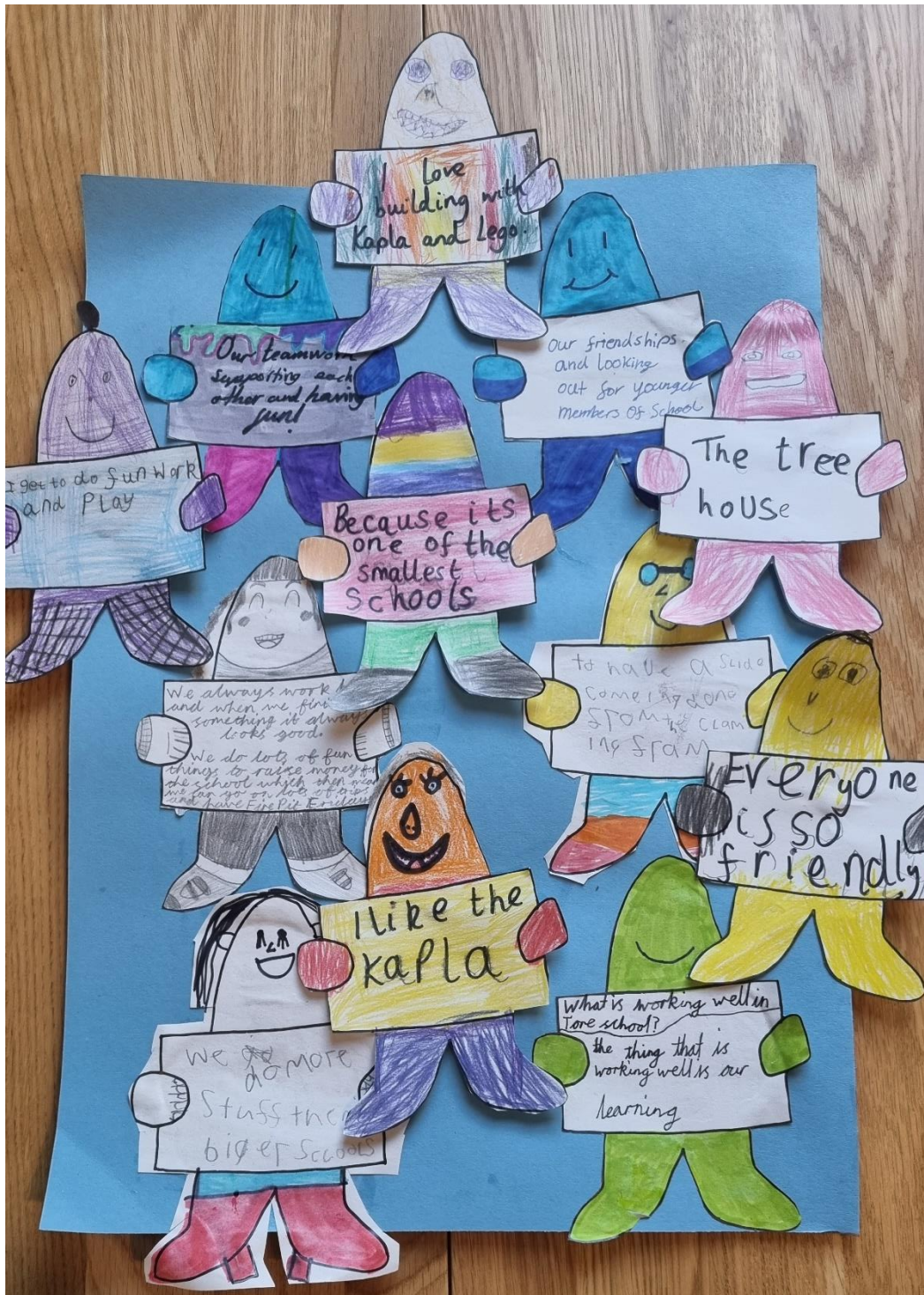
Honesty, Kindness, Bravery, Friendship

Aims

SHANARRI: Safe, Healthy & Active, Achieving, Nurtured & Welcomed, Respected, Responsible, Included and Celebrated!

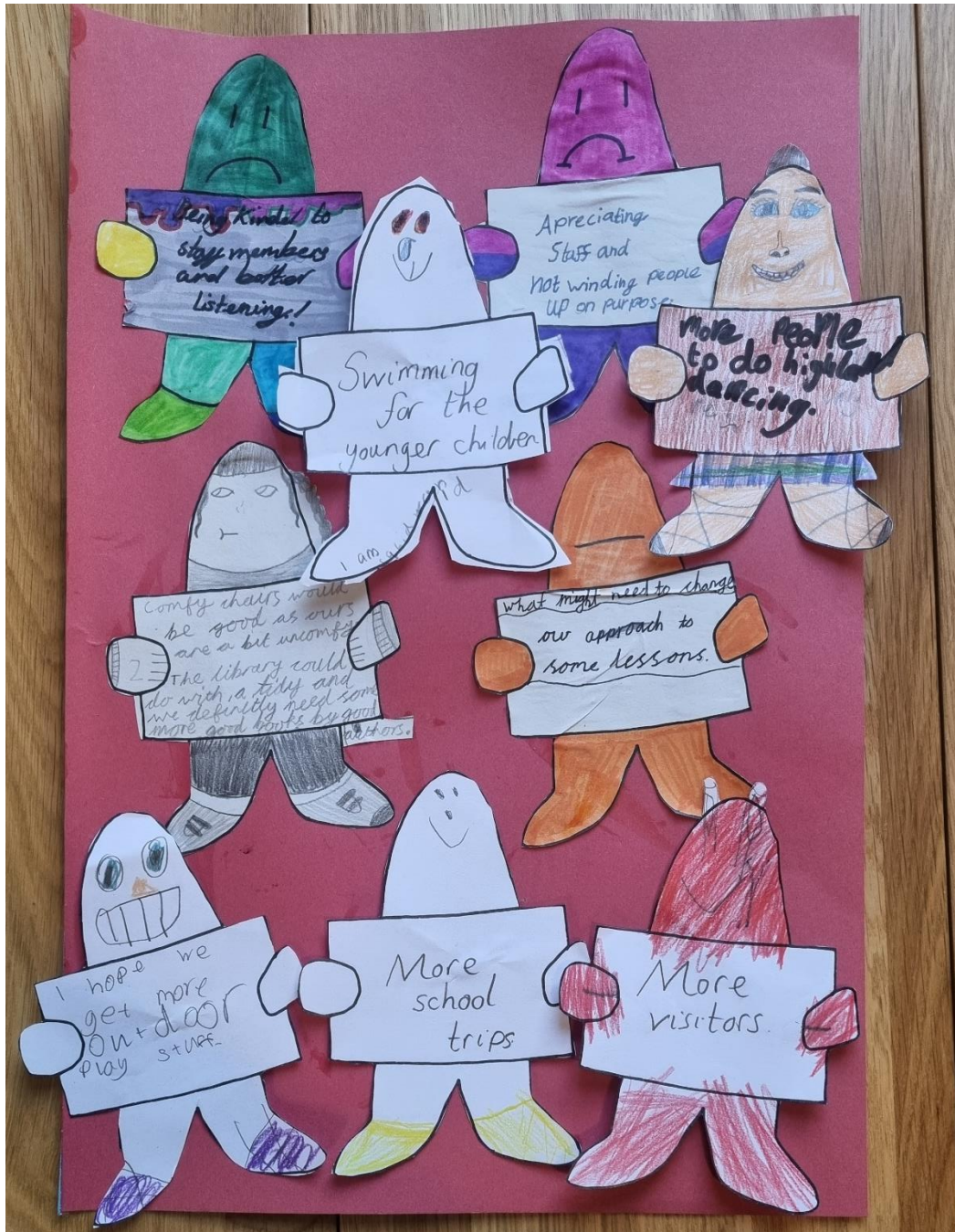
Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:



Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.



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: Recovery from Covid-19 Impact

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose:

To support the school, pupils and staff in Health and Wellbeing, recovery of learning and teaching and the raising of attainment as we come out of the Covid-19 pandemic.

Progress and impact:

We have made good progress towards improvement in attainment especially in numeracy, as well as the gap caused by poverty. School leadership is now clearly visible with a new permanent Head Teacher, who has ensured teacher professionalism is of the highest standard. Parental engagement and the building of partnerships has also been thoroughly considered as Covid-19 restrictions eased.

Health and Wellbeing

- Pupils have engaged well with the SHANARRI wellbeing indicators, both in class and for those in the dedicated Pupil Equity Fund Wellbeing Group. Emotional and Social goals were of the utmost importance and it was demonstrated that, on average, a 20% increase across the indicators, in wellbeing was recorded from pupils.
- Pupil requested 'Bush Craft' skills were developed to provide a range of activities, based around the 'Super 6 Skills' used within the ASG and Fortrose Academy. These allowed pupils to engage in an outdoor learning programme with staff trained by 'Forest Schools' to lead this form of high level outdoor education.

Recovery of Learning, Teaching and Assessment

- A focussed assessment calendar has underpinned continued progression for all pupils, with a dedicated focus on Numeracy, especially worded problems. This has resulted in an average of 93% for ACEL and 93% for the school as a whole, for Numeracy.
- Consolidation of work has been supported at home by the use of home numeracy packs, provided to all pupils, at all levels to create equity in the subject for all. Parents were invited to Numeracy Workshops to support the roll out of these, as well as supporting their understanding.
- Staff were specially trained in the use of high level resources (Numicon, Leckie Maths) so as to continuously close gaps as identified by assessment data.
- Digital methods of learning and teaching were refined and improved to ensure pupils were not only able to work efficiently, but also to maintain high ability with ICT and other technological changes.
- Parental engagement was sought through the use of 'Seesaw' a digital platform for the display of learning, creation of activities, and recording of evidence. It was very well received, as noted from the parental engagement and comments accompanying the learning. It also provided staff with a forum that allowed them to capture incidental, high level and difficult to evidence learning.

- High Quality Assessments became an important part of the reporting process to parents, and staff are continuing to develop these in line with Local and National Policies.
- Parental workshops were delivered to support ongoing issues, concerns and developments. These were attended by most parents and feedback was positive and encouraging.

Attainment in Session 21/22

- Scottish Online Formative Assessments were used throughout the year to provide baseline and progressive data that teachers could work from to effectively close gaps in learning, brought on by the Covid-19 pandemic, as well as the poverty related attainment gap. Along with SNSA end of year data, we were able to see that most pupils were working at appropriate age and stage level. This allowed staff to focus on specific needs that were not necessarily obvious, from a range of curricular areas.
- As writing appeared to have taken a significant drop in attainment, development was given to a new and progressive Writing Plan, to support pupils from P1 to P7. This was discussed, developed and planned by all staff with input from pupils at various stages.
- During the course of the year, evidence displayed an increase in attainment in Writing, from 68% to 86%.
- Further and continued use of Wraparound Spelling, Phonics Screening and Realising the Ambition, provided clear evidence that pupils are engaged and committed to their education at Tore Primary School, with most achieving age and stage levels, and that staff understand how to challenge pupils with a breadth of accessible learning activities.

We are confident that good progress has been made in this area.

Next steps:

- Build on the success of the Wellbeing Group by introducing 'Seasons for Growth' with two scheduled groups throughout Session 22/23
- Develop the 'Bush Craft' sessions to engage with the wider community and develop a range of curricular activities based around the ASG suite of Skills – Resilience, Communication, Collaboration, ICT, Creativity and Organisational.
- Develop this further by creating and embedding pupil agency into the school.
- Continued focus on Writing, embedding practice, moderation, and assessment, both in school and as a wider ASG.
- Embedded use of standardised, formative, and summative assessment methods to ensure consistent progression and raising of attainment.
- High Quality Assessments will become further embedded and refined, to ensure holistic assessment approaches demonstrate the continued progress of all pupils.
- Engagement with the parental body will continue using 'Seesaw', however, this will now be developed to support the collection of high-quality evidence for Pupil Learning and Progression Portfolios (PLPs).
- Workshops for a variety of curricular and contextual applications will be delivered to the wider community, in person.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
1.3 Leadership of Change	Satisfactory
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

Our children and young people believe we have made the following progress this session:

Theme 1 Our relationships	Good
Theme 2 Our learning and teaching	Good
Theme 3 Our school and community	Satisfactory
Theme 4 Our health and wellbeing	Good
Theme 5 Our successes and achievements	Good

Our overall evaluation of our school's capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Due to unstable staffing, lack of a full Senior Leadership Team, and the problems left in the wake of Covid-19, we did not run at our normal efficient capacity. Through evaluation with staff and pupils, we can identify the steps we need to

take to ensure we continue to raise attainment and provide pupils with an exciting and engaging education.

Planning Ahead

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://sites.google.com/fortroseacademy.org.uk/fore-primary-school> or by contacting the school office.