

Standards and Quality Report

2021/22



HIGHLAND COUNCIL

FARR PRIMARY & ELC, TONGUE PRIMARY & ELC, MELVICH PRIMARY & ELC

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 are progressing towards achieving these positive outcomes and changes.

Our School

Tongue, Farr and Melvich Primary Schools and ELCs are part of the North Coast Campus, formed in 2017. While each school maintains its own unique identity, we take advantage of the opportunities offered by working closely together. Each school is small and rural and together we face many of the same challenges including finding suitable staff and managing transport difficulties. For session 2021/22, each of our schools was made up of two composite classes, supported by a senior management team consisting of an overall Head Teacher, Primary Depute Head Teachers (shared role) and Principal Teachers.

Our schools are very active within our local communities and have strong relationships with our parents and a range of partners. We work closely with a range of specialists to best meet the needs of our pupils, although distance and staffing issues can make these challenging to access at times. Through working with staff from the High School, we are able to get input from teachers who are specialists in their area, including PE.

We are strongly committed to doing the best we possibly can for our pupils and also to supporting each other in our teaching practice and our continued professional development. For session 21/22 much of our focus was on recovery.

Our School Vision, Values and Aims

Within the North Coast Campus Primary Schools we strive to work together to create a safe and caring environment where all are valued & challenge and success go hand in hand.

Our Aims:

- To provide a safe, nurturing and happy learning environment where everybody feels welcomed
- To promote a love of learning through providing a range of fun and stimulating experiences and opportunities which help our young people develop enquiring minds and life-long skills
- To achieve the best outcomes for each of our children through working in partnership with our pupils, parents, staff and our wider community

- To ensure that everybody is included and given equal opportunities to join in
- To foster a sense of achievement in all that we do
- To celebrate cultural and social diversity so that everyone feels valued and respected
- To promote our children to take responsibility and to make informed choices
- To ensure the school community observes the rights of children, as set out in the UNCRC
- To foster an ethos of distributive leadership at all levels
- To behave in an environmentally responsible manner

What makes our schools special?

- We are all small schools with our own badges and uniforms
- We are part of a campus and sometimes staff from the high school come to work with us
- Our classes are small and multi-stage
- We get swimming lessons in the North Coast Leisure Centre
- Our schools are important within our communities
- Pupils and staff are always kind and help each other
- Everybody knows each other
- We have lots of special assemblies
- We feel safe
- Sometimes we get to choose what we learn
- Our teachers help us learn and are proud of us
- We are proud of who we are
- Our pupils are well-behaved when we go to places
- We are lucky to live in a beautiful part of the world with beaches, mountains and forests – lots of places to explore.

We will be reviewing our Vision, Values and Aims in session 22/23

Pupil Voice: what is working well in our school?

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

- Accelerated reader scheme
- Hope Library (Tongue)
- House Captains & House Groups
- Pupil Councils, JRSOs & Eco Committees
- Our schools feel welcoming and kind
- Lunchtime clubs
- Using success criteria in our learning
- Having learning conversations & setting our own targets
- PATHS
- Our canteen food is nutritious
- Transition trips & visits are fun
- All the people in our school are caring, including the office ladies, the janitor and the cooks
- Having a great teacher
- PE with Miss Comrie

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.

- More quiet spaces to sit and concentrate
- Higher expectations of ourselves – “I’ll try rather than I can’t”
- Change class seating regularly so we can work with different people and help us to get on better
- Have more interaction with animals
- We would like more team work and to use our chromebooks more

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:

Primary focus: School and ELC improvement

Year of Project: 2

Purpose: *To support pupil and staff health and wellbeing as we transitioned into a recover phase from covid.*

Progress and impact:

Content:

- ✓ We have made some progress in identifying a health and wellbeing continuum & continue to work with the authority on this
- ✓ Wellbeing indicators are now embedded across our ELCs and Primary Schools & are recognised and used by our children.
- ✓ Our health and wellbeing wheel is used termly to consider our health and wellbeing and helps pupils and staff discuss and develop awareness of different aspects of health and wellbeing
- ✓ Health and wellbeing activities are shared regularly with parents through newsletters and social media posts

Next steps:

- **continue to explore best practice in monitoring and assessment of health and wellbeing, including identifying a continuum that is accessible**
- **integrate the health and wellbeing wheel within our electronic profiles**

Improvement Project 2:

Primary focus: Performance Information

Year of Project: 2

Purpose: **Recovery of learning, teaching and assessment.**

Progress and impact:

Content:

- ✓ Recovery phase funding was used to provide targeted support for children identified as having gaps in their learning. Data shows that this had a very positive effect.

- ✓ Members of SMT completed modules on use of data & all class teachers completed SNSA training
- ✓ PEF spend was targeted effectively and based on evidence from data along with teacher judgement and input

Next steps:

- **SMTs will target PSA allocation to ensure progress made within recovery with targeted pupils continues & is made according to need.**

Improvement Project 3:

Primary focus: Performance Information

Year of Project: 2

Purpose: Attainment – identifying and addressing gaps

Progress and impact:

Content:

- ✓ Members of SMT completed modules on use of data & all class teachers completed SNSA training which raised some staff confidence. Staff routinely use class assessment results to inform next steps. Staff meetings are used as a vehicle to discuss progress and next steps. Moderation was the focus of all CCMs throughout the year where writing within Early, First and Second were discussed.
- ✓ Tracking meetings took place in November, February and May between SMT and teaching staff. All pupils were discussed and levels updated as necessary. Staff know where to find the tracking document and can access at any time.
- ✓ An Early Years working group, led by SMT, took place throughout the session. All P1 and EYP staff participated. Transitions were discussed and some progress made.

Next steps:

- **Staff to continue to use data as well as benchmarks and progressions to inform judgement and next steps.**
- **Early Years working group focus will now include progressions.**

Evaluation of Progress

We believe we have made the following progress this session:

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

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

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

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

We are confident in our capacity for continuous improvement.

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 or by contacting the school office.