

Standards and Quality Report

2021/22



Hill of Fearn Primary School

HIGHLAND COUNCIL | ADD ESTABLISHMENT ADDRESSES

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

Hill of Fearn Primary School is a small, three-teacher school in the rural village of Hill of Fearn. The school is part of a cluster arrangement with Tarbat Old Primary School, another rural school which is 7 miles away. The majority of our children are from the catchment area. Within the last year we have seen a rise in the number of pupils moving to the area from other schools/authorities which has had an impact on the dynamics within the school. The majority of our pupils will attend Tain Royal Academy for their secondary schooling.

There are pockets of social deprivation within the village which has affected attainment within the school. We have employed a PSA through our Pupil Equity Fund to support identified pupils and work with them on literacy and numeracy activities.

Hill of Fearn has had an early level class from August 2018, which has meant the school has had nursery pupils enrolled for the first time and this has been very encouraging for the school and the village. It has meant that we retain our catchment pupils, rather than them attending different settings for nursery and staying there, with their peer group, for their primary years. We have embraced having nursery pupils in for 1140 hours from August 2019 and the majority of our nursery pupils are in 9am-3pm daily. For the last year we have had a stable staffing arrangement which has had a positive impact on learning and teaching as well as progression in learning.

We have had no exclusions or attendance issues.

Our School Vision, Values and Aims

Vision:

Pupils who are healthy, happy and hard-working

**Friendly, honest and responsible
Educated Achieving Resilient Nurtured**

Values:

Friendly, honest and responsible

Educated

Achieving

Resilient

Nurtured

Aims:

- Provide pupils with a positive and varied learning experience
- Have supportive frameworks in place to promote happiness and health and wellbeing
- VIPS – everybody is a valued, important person whose needs are met through a joined-up approach.
- Relationships based on a mutual trust and respect.

Pupil Voice: what is working well in our school?

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

- We like going to the woods.
- The lunches are good.
- People share with each other.
- Having a nursery.
- The teachers are very supportive if you get something wrong or if you need help.
- Going to the Fearn garden.
- Really good learning.
- There's lots of good teachers who make it easy to learn.
- The prefects look after people and are kind.
- I like playing Prodigy, Times Tables Rockstars, Sumdog and learning on Chromebooks.
- There are a lot of people playing together.
- Lots of people don't litter any more.
- Lots of people help other people when they don't know what to do.
- There are lots of nice people.
- There are lovely classrooms.
- Good class sizes.
- I like going to the woods and to the cinema and I like going to watch the plays as well.

(Pupil Council Meeting)

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 bins in the playground.

**Friendly, honest and responsible
Educated Achieving Resilient Nurtured**

- Maybe litter-pickers to clean the playground.
- Maybe clubs that the pupils have made could be held in school.
- Get the climbing frame fixed.
- More grass in the playground.
- More adults so we can go to the woods.
- More adults in the playground.
- More toys for the playground.
- A table for everyone.
- More Chromebooks for P1-3.
- Certain days for playing football in the playground.
- Do more things in our House Teams.
- Bouncy castle and cake! 😊

(Pupil Council Meeting)

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: 1

Purpose: Recovery from COVID 19 school closures

Progress and impact:

- Glasgow Motivational Wellbeing survey completed by p.3-7 pupils. Baselines established and actions noted.
- NHS Relationships, Sexual Health and Parenting (RSHP) website used to support the teaching of health. Resources differentiated and appropriate to needs within composite classes.
- Google classroom used daily – learners respond well and have developed many IT skills through the use of it.
- Learning for Sustainability project has developed and has become embedded in the learning within each class. Children and parents have been involved in the planting and harvesting of a number of crops. (see Improvement Project 2)
- Baseline assessments completed for spelling, reading, writing and numeracy. Attainment meetings with the HT established where there were gaps in learning. These were then incorporated into planning and progress was monitored through formative and summative assessments in class.

Next steps:

- Re-issue Glasgow Motivational Wellbeing survey to establish progress in wellbeing by our learners
- RSHP – a programme to be developed clearly showing coverage for each class.
- Permission slips to go out for engagement in sexual health lessons.
- Continue working on LfS – See Improvement Plan 2
- Progress electronic tracking sheets for Literacy.
- Create a learning and teaching overview for Literacy.
- Create an Assessment Calendar.
- Embed 'Talk for Write' approach. Tarbat Old staff to cascade to Hill of Fearn staff.
- Class Teachers to sign up for 'Literacy for All' training sessions.

**Friendly, honest and responsible
Educated Achieving Resilient Nurtured**

- Peer visits to support the development of Literacy across the cluster
- Moderation across the cluster and ASG to be calendared and adhered to.
- Numeracy to be developed as an ASG

Improvement Project 2:

Primary focus: Parent/carer involvement and engagement

Year of Project: 1

Purpose: Learning for Sustainability

Progress and impact:

- CAT sessions were attended by staff to develop and expand knowledge of LfS. This was then utilised during class lessons to ensure they were motivating, informative and engaging.
- Focus throughout the year was on the Sustainable Development Goals. A number were covered and children shared their knowledge through wall displays and linking knowledge of SDGs to new learning.
- Links were made with the local "Free Garden". The children made regular visits and were involved in planting and harvesting food.
- Regular visits were made to the local wood. This has increased the children's knowledge of the local area and the world around them.
- **Next steps:**
- Continue working on Sustainable Development Goals, linking these to Children's Rights.
- Register for Rights Respecting Schools Award.
- Further embed work on the Wellbeing Wheel.
- Further develop links with the "Fearn Free Garden" and involve parents and friends of the school.
- Develop 'wild' area and utilise foraged products.

Improvement Project 3:

Primary focus: School and ELC improvement

Year of Project: 1

Purpose: ELC – Planning in the moment

Progress and impact:

- All staff attended 'Planning in the Moment' training.
- Group overview format was changed to '@Observation, Input, Learning' after much discussion with staff. This allowed recording to become more focussed.
- Staff are recording group overviews in floorbooks.
- Photographs of learning are included in floorbooks. Discussions about learning are becoming more meaningful as a result.
- Staff are beginning to record Learning Conversations in floorbooks.

Next steps:

- Further work required on identifying specific focus of learning.
- Continue to build staff confidence in recording group overviews in floorbooks.
- Continue to build staff confidence in responsive planning.
- Continue to involve the children in mark-making and the recording of their voice in floorbooks.
- Develop use of 'snapshots of learning' utilising an agreed template that works for the setting.
- Ensure snapshots show progression of learning and that next steps are relevant.

- Incorporate intentional planning in a relevant way.
- Begin to invite parents into the setting at the end of snapshot week to discuss pupil's learning
- Include 'children making their mark' in snapshot book.
- Make use of Developmental Overviews for intentional planning

Evaluation of Progress

We believe we have made the following progress this session:

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

Quality Indicator	ELC Self-evaluation
Leadership of Change	1.3 Good
Learning, teaching and assessment	2.3 Good
Ensuring wellbeing, equality and inclusion	3.1 Good
Securing children's progress	3.2 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	Good
Theme 3 Our school and community	Good

**Friendly, honest and responsible
Educated Achieving Resilient Nurtured**

Theme 4 Good
Our health and wellbeing

Theme 5 Good
Our successes and achievements

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 [ADD LINK](#) or by contacting the school office.