

Standards and Quality Report

2021/22

FOYERS PRIMARY

(PART OF ALDOURIE AND FOYERS CLUSTER
SCHOOLS)



Aldourie and Foyers Primaries, Cluster Schools

HIGHLAND COUNCIL | ALDOURIE PS, ALDOURIE, INVERNESS IV26DP.
FOYERS PR, FOYERS, INVERNESS IV26XU

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 to shape our improvement journey.

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

Our School/Cluster/ASG (Delete as required)

Foyers PS has been a cluster school with Aldourie PS since 2014, with the schools lying 12 miles apart on the south side of Loch Ness. They are small rural primaries with Foyers currently having 5 pupils enrolled and Aldourie 23. They have enjoyed developing supportive links between pupils, staff and parents over this time and is something we wish to continue to encourage and develop. The schools have had stable staffing this year with a new permanent member of staff in each school. The ethos in both schools is all about fostering positive relationships to support all children in learning and being the best, they can be - emotionally, socially, physically as well as academically. Parents report that they are very satisfied that the schools are welcoming, and all staff know their children well. These positive relationships between pupils', staff and parents mean that we have had 0% exclusions. Attendance over the past three years has declined due to the pandemic, but we are hopeful that this coming year attendance will rise closer to our pre-pandemic levels of 95+% for most children. HMIE last visited Foyer PS in 2019 having positive reports to share, particularly around Learning, Teaching and Assessment and Ensuring Wellbeing, Equality and Inclusion. Areas of development include Raising Attainment and Achievement but work around this has been hampered due to the pandemic but will continue to be a major focus for the oncoming years.

Our School Vision, Values and Aims

Foyers Primary School

Compassion. Respect. Integrity.

Successful Learners

Foyers Primary aims to maximise every child's attainment by

- Delivering a broad and balanced curriculum in line with "Curriculum for Excellence"
- Creating an ethos of achievement
- Fostering positive attitudes to learning
- Matching learning to the needs and abilities of individual children
- Encouraging independent and creative thinking while taking personal responsibility for learning
- Using technology to support learning
- Working with parents / carers, partner agencies and the wider community
- Ensuring Staff Development through Continued Professional Development
- Through close working relationships with local Primary Schools

- Using a variety of teaching methods which ensure appropriate pace of learning and good quality teacher /pupil interaction

Confident individuals

Foyers Primary aims to provide a caring, purposeful environment where children flourish by

- Encouraging children to be kind, thoughtful and helpful
- Providing experiences in which our children take the initiative and lead
- Speaking openly and honestly
- Offering opportunities to assess risk and make informed decisions
- Encouraging responsibility for our own health
- Enabling all pupils to realise their own potential whether physical, psychological, or social and increase their self esteem

Responsible citizens

Foyers Primary aims to encourage high standards of personal and social responsibility by

- Developing pupil's self-discipline and self-respect
- Fostering concern and understanding for others
- Encouraging tolerance and respect for the differences in others
- Encouraging a sense of pride and identity with the school
- Making links with members of the local community
- Fostering a regard for the environment and understanding of citizenship
- Developing ability to make informed choices and develop balanced views
- Celebrating ethnic, religious, cultural and linguistic diversity
- Developing knowledge and understanding of the world and Scotland's place in it

Effective contributors

Foyers Primary aims to encourage our children to make effective contributions by

- Sharing thoughts, opinions and ideas to our class, school and wider community
- Providing opportunities for pupils to work in partnerships and teams
- Providing experiences in which our children take the initiative and lead
- Encouraging an enterprising attitude
- Engaging in creative, problem-solving approaches through collaborative working
- Ensuring regular and purposeful communication with parents.
- Providing clear well-presented information

“From small seeds mighty trees grow!”

Pupil Voice: what is working well in our school?

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

In our pupil survey in June 2022 88% of pupils agreed or strongly agreed that:

Their classrooms were clean, tidy, bright and inviting

Their classroom has useful equipment, books and things they needed

There was system of where to keep their work and find it easily

There were examples on the wall of keywords for them to use in writing and words from their topics

They have access to computers to help with their work

The teacher listened to their ideas

They got opportunities to speak with their teacher about their work

They knew who to go to if they had a problem with work or friends

They got homework every week

They used equipment or games in the playground during break and lunch times

The school encouraged them to be independent and to take on responsibility

They felt safe at school

They are learning at school

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.

In a pupil survey in June 2022:

75% of P4-7 children wanted to understand better how they can improve their work

75% of children wish to see more lunchtime or after school clubs

44% children felt bullying was a problem at school

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: Teacher and practitioner professionalism

Year of Project: 1

Purpose: Health and wellbeing post-Covid-19

Progress and impact:

Established pupil targets for improvement based on initial surveys of children/young people and staff regarding how they were feeling, using the wellbeing indicators. Targets were set particularly around nurture and feeling included which appeared to be the most vulnerable aspects of the wellbeing indicators that children struggled with, and all staff supported children around these in HWB (health and well-being) lessons and during the day. As a cluster staff we explored what outdoor learning was and made better use of the

outdoor spaces around both schools. We looked at how outdoor learning could fit in with the curriculum and children enjoyed a wider range of learning experiences outside. By the follow-up survey in April 2022, children were more aware of SHANNARI wellbeing indicators and more able to identify where they were on a scale of 1-10 within them and give strategies about how they could support themselves to improve how they were feeling. They also recognised how their feelings could fluctuate throughout a period of time depending on what was happening around them. Good progress was made in this area.

Next steps:

Identify key questions to support understanding of each wellbeing indicator.

Continue to support outdoor learning opportunities

Improvement Project 2:

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: Recovery of learning, teaching and assessment in reading Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

Progress and impact:

As a cluster staff we explored good practice in the teaching of reading, focusing on the Highland Epic 8 strategies through 8 CAT sessions and time on the Inset days. This was welcomed by teachers, and they implemented these strategies into their weekly literacy lessons.

School novel sets were also updated and graded using the Book Band Colour (BBC) and Accelerated Reader (AR) schemes. The Book Band Colour system uses five criteria to help determine which band a particular book should be put to:

1) Complexity of content and language structure 2) Complexity of format 3) Complexity of book structure 4) Complexity of alphabetic code 5) Changing Role of illustrations whilst the AR system analyses the full text of the book, not just passages. The book level is determined by three of the things that most influence readability: 1) Average sentence length 2) Average word length 3) Word Difficulty level. By doing this we have been able to put our novel sets from across the cluster into suitable levels for teachers to carefully match interest and 'readability' of a book to a group.

Reading workshops were not completed with parents due to pandemic restrictions of visitors in school and it was preferred to have face to face rather than online meetings around this.

We established annual baseline assessments using HNP assessments, Big Writing and Standardised tests, including Salford Reading and Schonnel Spelling. Improvement targets were set, and staff planned learning and teaching to support them. PM Benchmarks was not completed due to the large amount of time taken to administer these tests. We need to consider the use of standardised assessments as they are not easy to match against specific CFE benchmarks and what the teacher needs to address to support the children reach appropriate attainment levels. It has been useful to do this as all staff can see the need to have greater awareness of the Experiences and Outcomes with associated benchmarks that they are planning/ assessing the pupils learning against. Our school learning ladders are supporting staff well to consider where individual pupils are against the CFE levels */**/** and supporting attainment discussions with HT and with parents. Satisfactory progress has been made.

Next steps:

Use PM Benchmarks to focus on specific children depending on their level of intervention need.

Literacy Workshops for parents to be completed.

Embed comprehension strategies in literacy lessons.

Develop use of High-Quality Assessments

Improvement Project 3:

Primary focus: Parent/carer involvement and engagement

Year of Project: 1

Purpose: Sharing Attainment in session 21/22

Progress and impact:

We used data from last year from parents' survey, to establish levels regarding how well parents understood their child's level of attainment within CfE. Over the year, we then sent home pupils Learning Folders and shared our school learning ladders with parents to show where their child was in their learning. The ladders were welcomed by parents as they helped them to see where their child was in relation to CfE levels. It did prompt challenging questions as to why their child was underperforming but this focussed conversations on what the parents could do in partnership with the school to improve outcomes. If children were attaining above their expected levels parents were also keen to find out what they should be doing to encourage and extend their children's understanding. We then re-surveyed the parents at the end of year with all respondents strongly agreeing/ agreeing that the school keeps them well informed about child's progress in a way they understand.

We have also shared termly overviews with parents so that they know what their child is learning at school and this again was welcomed by parents as 100% strongly agreed/agreed in the May survey that they knew what their child was learning in school. This then supported them to have conversations with their child about what they were learning in school and asking appropriate questions. Good progress has been made in this area.

Next steps:

Literacy workshops with parents

Review Homework Policy

Review RSHP

Focus on the assessment of writing

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 Good
Ensuring wellbeing, equality and inclusion	3.1 Good

3.2 Satisfactory
Raising attainment and achievement

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

Theme 1 Very good
Our relationships

Theme 2 Good
Our learning and teaching

Theme 3 Good
Our school and community

Theme 4 Good
Our health and wellbeing

Theme 5 Satisfactory
Our successes and achievements

Our overall evaluation of our cluster'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 by contacting the school office.