

# Standards and Quality Report

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## 2022/2023



**FARR PRIMARY & NURSERY SCHOOL**

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

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# Introduction: Local and National Context

## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

### Highland Priorities



### National Improvement Framework Priorities



#### Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

#### Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

#### Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

#### Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

#### Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

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We are pleased to present our Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

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. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

#### Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

#### Looking outwards - learning from others

Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for 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 plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Kirsty Guthrie  
Head Teacher  
Farr Primary & Nursery School

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## School Profile

### Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

<b>Attendance</b> 95.4%	<b>Average Class Size</b> 18.3	<b>Meeting PE Target</b> Target Met
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<b>Pupil Numbers</b> 73	<b>Teacher Numbers</b> 5	<b>Pupil Teacher Ratio</b> 14.6
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<b>N3</b> 7	<b>N4</b> 8	<b>P1</b> 19.2%	<b>P2</b> 15.1%	<b>P3</b> 9.6%	<b>P4</b> 8.2%	<b>P5</b> 9.6%	<b>P6</b> 21.9%	<b>P7</b> 16.4%
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<b>SIMD Q1<sup>1</sup></b> 0-10%	<b>SIMD Q2</b> 0-10%	<b>SIMD Q2</b> 10-20%	<b>SIMD Q3</b> 80-90%	<b>SIMD Q5</b> 0-10%	<b>Unknown</b> 0-10%
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<b>ASN<sup>2</sup></b> 0-30%	<b>No ASN</b> 70-80%	<b>FSM<sup>3</sup></b> 60-70%	<b>No FSM</b> 30-40%	<b>EAL<sup>4</sup></b> 0-10%	<b>No EAL</b> 90+%
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2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Most	Majority	Majority	Majority

We have had no exclusions this year.

<sup>1</sup> SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

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## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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#### 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:

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#### 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

## Review of progress for session

### Ath-sgrùdadh air adhartas airson an t-seisein

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

#### School Priority:

Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment (ASG OUTCOME)

**Purpose:** *This project has been developed in response to dips in attainment in both Literacy and Numeracy across Highland. Working alongside all staff, we identified that there is a low level of confidence regarding the use of varied assessments, judgements and the Benchmarks to identify both; the achievement of a level, and the progression through a level prior to achieving it. This project aimed to increase confidence in these areas, and develop consistent and robust approaches to assessment and moderation strategies in learning, teaching and assessment.*

#### Progress:

- ASG DHT Raising Attainment – regular visits to schools providing support & challenge
- Staff survey on confidence using Teaching, Learning & Moderation Cycle and used to inform next steps
- Staff using Benchmarks more consistently to moderate and assess across the curriculum

#### Impact:

- Improved staff confidence using wide range of data and how to use to inform next steps resulting in better matched learning for children
- Survey results used to plan meetings to ensure meetings met needs of practitioners
- Staff confidence around achievement of a level has improved. Moderation activities evidence this

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- Increased engagement looking outwards. Most staff have engaged with voluntary working groups across the ASG
- Regular dialogue and evaluation of teacher judgement
- Increased consistency with planning and assessment across the school
- Worked closely with other schools in ASG for moderation of the Teaching, Learning & Assessment process
- ELC staff using Early Level Benchmarks and overviews consistently to track progress
- Working groups have provided opportunity for networking across the ASG. Staff have enjoyed engaging in professional dialogue with other practitioners
- Challenge and support at regular planning and tracking meetings
- Consistent approach to planning and assessment across the school
- ELC staff know children very well and learning opportunities are varied and offer appropriate challenge

**Good progress has been made in this area**

**Next steps:**

Maintain consistency through regular school planning and tracking meetings  
 Create a shared format for High Quality Assessments in collaboration with all teaching staff

**School Priority:**

**Raising attainment and achievement within writing**

**Purpose:** *All teaching staff will have an increased knowledge and understanding of high-quality learning and teaching in Writing. All teaching staff will be able to deliver high quality writing lessons. All teaching staff will have an increased knowledge and understanding of assessing and moderating Writing using the Benchmarks All learners will make good progress from their prior levels of attainment in writing.*

**Progress:**

- All staff attended Fiction & Non-Fiction Talk for Writing training
- Increased engagement and consistency of teaching of writing across the school
- Universal and Targeted support with writing more consistent across the stages
- Staff worked with other schools in ASG moderating writing
- Survey results show - Pupil motivation and engagement has increased this session
- Pupil and staff understanding of progress and achievement improved
- Writing attainment across the school has increased. P1/4/7 achievement of a level increased by 10 %
- ELC staff have attended further Words Up training this session

**Impact:**

- Observations through learning visits show greater consistency in the effective teaching of writing
- Teaching staff report that there is improved learner engagement and accelerated learner progress in writing – evidenced through monitoring and tracking
- Learner needs more consistently being met across the school. Targeted interventions evaluated regularly.
- Learner motivation has increased and level of enjoyment resulting in increased engagement and enjoyment
- Learners feedback on progress with writing illustrates increased confidence. Children are becoming more able to talk about progress and next steps in their individual learning journey
- Staff using Benchmarks more consistently to moderate and assess across the curriculum
- Words up embedded in daily activities in ELC

**Next steps:**

Build on progress to date and embed across the school.

**Good progress has been made in this area**

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School Priority:

## Implementation of 1+2 Languages across the stages

### Purpose:

*With the recovery curriculum having taken precedence over the past 2 years the implementation of a progressive and coherent 1+2 Languages programme has taken a back seat and there is little consistency in teaching languages across the stages. The purpose of this project is to bring us back on track with 1+2 Languages, with teachers confident in embedding practice and pupils being enthusiastic and motivated to learn. Improved resources and training will support the team towards achieving this.*

### Progress:

- Baseline assessments were carried out with pupils and teachers regarding confidence in teaching and learning of French.
- Consultation was carried out with parents, pupils and staff regarding L3 language. Choice of Gaelic (current) or BSL given.
- Training was carried out with staff regarding implementation of new 1+2 policy. New policy drawn up and shared with staff along with information about how to achieve breadth and depth across reading, listening, talking and writing.
- Purchase of Linguascope resource in order to support progression in learning and teaching.
- French teacher visiting classes to support class teacher with lessons and create links with secondary school.
- Introduction to some vocabulary and phrases in ELC

### Impact:

- Action plan created in order to support and develop confidence in pupils and staff using findings from survey
- Results showed preference for BSL across parents, pupils and staff.
- Staff have increased awareness of both school and Highland Council policy regarding 1+2 Languages. Planning put in place to ensure all 4 areas covered (reading, listening, talking and writing) and Wakelet shared. French learning embedded in class routines and evidence of French displays in classrooms.
- Evaluation shows that children have engaged with Linguascope and many noted this as the most enjoyable aspect of French learning this year due to the active nature of learning and live games.
- Opportunities for a wider range of resources, children's engagement increased and good progression achieved.

**Good progress has been made in this area**

### Next steps:

Team teaching and classroom observations to share good practice and build on progress to date.

Provide opportunities for CLPL in L3 language.

Evidence of French language display throughout common areas in the school.

Whole school immersion opportunity (French themed open afternoon)

Further develop links with secondary school to aid transition.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

An additional teacher ½ a day a week has allowed us to make good progress supporting children across the school. Through targeted interventions in spelling, phonics and communication, children have been supported to progress. We have supported families with attendance and as a result our attendance has improved this year. Pupil Support Assistants have received regular training and more frequent meetings which has improved communication and consistency of support across the school.

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# Wider achievements

## Coileanaidhean nas fharsainghe

- McRobert Cup
- Presenting at Northern Alliance Teachmeet
- Inter-School Sports
- Baillie Cup
- Fairtrade Breakfast
- Bikeability
- Young Leaders Learning
- Community Boards
- Weekly Wednesday Wellbeing Workout inspired by Daily Mile- Nicky Grant
- Euro Quiz
- Rotary Quiz
- P7 Quiz
- Burns Supper
- Fundraising events
- Monthly community events – Intergenerational Learning

# Comments from learners, families, stakeholders and staff

## Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Strengths –



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Next steps –



## Capacity for continuous improvement Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
<b>QI 1.3</b> Leadership of change	Very good	Good
<b>QI 2.3</b> Learning, teaching and assessment	Very good	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Very good	Good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Very good	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

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## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

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#### Key outcome 1 –

- Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment

#### Key outcome 2 -

- Local Authority focus on pedagogy and what constitutes effective approaches to teaching and learning.
- ASG recognition that the subject specific nature has led to more short-term impacts. ASG agreement to focus on broader concepts which will positively impact upon all schools and all areas of the curriculum.

#### Key outcome 3 –

- Meet the needs of all learners more effectively and consistently across the school by embedding the CIRCLE Framework to develop a whole school approach.

## Planning ahead

### A' planadh air adhart

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Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <http://farrprimaryschool.wordpress.com> or by contacting the school office

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