

STANDARDS AND QUALITY REPORT HILL OF FEARN PRIMARY SCHOOL

2022/23



Hill of Fearn Primary School

HIGHLAND COUNCIL | RHYNIE ROAD, FEARN, IV20 1SU

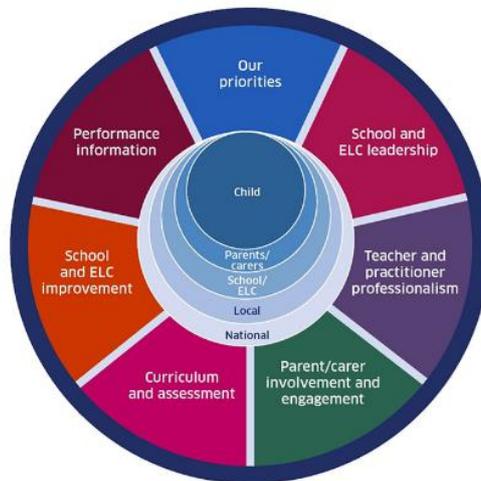
Introduction: Local and National Context

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%

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

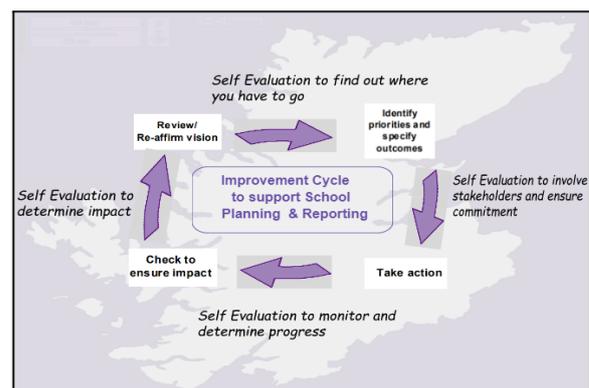
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Mrs N Campbell
Acting Head Teacher
Hill of Fearn Primary School

School Profile

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.

Attendance

94.1%

Average Class Size

19.5

Meeting PE Target

Target Met

Pupil Numbers

39 (+12 in nursery)

Teacher Numbers

3

Pupil Teacher Ratio

15

Hill of Fearn Primary School is located in a rural setting serving the local community of the village of Fearn and the surrounding area.

There are 39 children attending the school and 12 children in nursery, ranging from N3 - P7. There are two multi composite classes; P1-3 and P4-7 and there is a separate nursery for 3 and 4 year olds.

The acting headteacher has overall leadership responsibility for Hill of Fearn Primary School and Tarbat Old Primary School as part of a cluster arrangement. The acting headteacher is supported by a principal teacher. Staff from both schools work together regularly.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in Literacy and English and Numeracy and Mathematics is satisfactory. The majority of children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. The majority of children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Satisfactory progress

Writing

Satisfactory progress

Listening and talking

Good progress

Numeracy

Satisfactory progress

We have had no exclusions this year.

School vision, values and aims

Vision:

‘Pupils who are healthy, happy and hardworking’

OUR CORE VALUES:	AIMS (HOW WILL WE GET THERE?):
<p>Friendly, honest & responsible</p> <p>Educated</p> <p>Achieving</p> <p>Resilient</p> <p>Nurtured</p>	<ul style="list-style-type: none"> • Provide pupils with a positive and varied learning experience • Have supportive frameworks in place to promote happiness and health and wellbeing. • VIPs - everybody being a Valued, Included Person with needs being successfully met through a joined-up approach. • Relationships based on mutual trust and respect.

(Nov 2020)

Review of progress for session

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:

Learning, Teaching and Assessment of Literacy

Purpose:

To develop the Talk for Writing Approach to increase attainment in Writing across all levels.

Progress:

- ✓ Staff completed Talk for Writing Training in September and February in-service days and adopted this approach in their writing lessons across the session.

Impact:

- ✓ Staff have completed the Talk for Writing training and implemented the strategies into their writing lessons which has demonstrated more engagement from a majority of pupils in their learning.
- ✓ Almost all pupils have increased their attainment in Talking and Listening through their story writing and using the mind maps.
- ✓ Most pupils have been able to use the structure provided to add more descriptive detail in their writing/sentences and therefore ensuring that they write more at length.
- ✓ We have purchased Talk for Writing resource materials to provide more support for teachers to implement the approach as they include lesson ideas/tips.

- ✓ Colleagues worked collegiately across the cluster to review their literacy resources and programmes used across the school.
- ✓ Staff across the cluster worked together to develop tracking documents aligned to the benchmarks to monitor learning in three areas: Talking and Listening, Reading and Writing.
- ✓ Satisfactory progress has been demonstrated in writing attainment this session.
- ✓ The impact of reviewing programmes of work is to develop a consistent approach at school level and across the cluster.
- ✓ This provides more data to identify any gaps in pupils learning. This should lead to teachers using the data to plan learning and teaching more effectively.
- ✓ Tracking documents are clearly linked to Curriculum for Excellence (CfE) experiences and outcomes and National Benchmarks. As a result, teachers' engagement with, and understanding of, National Benchmarks is increasing.
- ✓ Staff developed an assessment calendar overview to outline what assessments would be used and when over the year. This is to ensure a consistent approach from all staff and that there are baseline assessments against which to monitor children's learning.

Next steps:

- ✓ Continue to embed the Talk for Writing approaches into writing lessons next session.
- ✓ Evaluate the tracking documents to ensure that we are sufficiently capturing the correct information.
- ✓ Plan opportunities to moderate assessments with other schools in order to compare against the national standards.

School Priority:

Numeracy Assessment & Moderation

Purpose:

- To develop consistency in Numeracy resources and learning, teaching and assessment, across the ASG, including between Primary and Secondary.

Progress:

Content:

- ASG Numeracy Group discussed and moderated current numeracy practice in Tain schools.

Impact:

- ✓ All representatives from each school in the ASG discussed and agreed, in collaboration with Head Teachers, that the Highland Numeracy Progression will be used by Tain ASG. As a result of this revised training will be on the School Improvement Plan for all Tain schools next session to ensure consistency.
- ✓ Following engagement with Aberdeen Progression it was agreed across the ASG it would be adopted as an additional planning tool for maths. This is to support teachers

- with their planning while they are beginning to engage with the Highland Numeracy progression and resources. The impact of this is to ensure consistency across the ASG.
 - ✓ Although all schools have lots of different tools and resources in schools the main focus is that all schools will be using CfE experiences and outcomes to plan and benchmarks to track/assess learners.
 - ✓ All consistent approaches used throughout all schools has been collated into an ASG Assessment Calendar in order to ensure that we can assess at the same points in the year for comparable data and ensure that as an ASG, Headteachers can plan moderation opportunities.
 - ✓ At school level we collated our assessment approaches and created a School Assessment Calendar which supports staff to plan for assessment throughout the school year. In addition there is consistency across the cluster.
 - ✓ Through collaboration with colleagues across the cluster we developed numeracy tracking documents that align with the benchmarks to track individual learners progress to support with reporting progress.
 - ✓ As a group, the diagnostic assessment training was revisited to provide consistency in carrying out the assessments for next session. As a result of this work all schools in the ASG will take part in diagnostic training next session and have a member of staff which can lead / facilitate this.
 - ✓ Agreed assessment timescale for ASG of August and January using the digital assessments, for the majority of pupils (once staff have completed the digital assessment training). Agreed timescales will allow consistency in moderation and provide comparable data across the ASG.
 - ✓ Secondary teachers were able to share good practice and engage in professional discussion with primary teachers. Professional dialogue regarding P7/S1 expectations and the end of second level
- The Working Group carried out Highland Numeracy assessments with a targeted group in each school and moderated across the ASG.
- Secondary teachers came out to visit primary schools and take P7 pupil for a lesson

which has helped to strengthen teachers' professional judgement.

- ✓ Enhanced transition opportunity for Primary 7 pupils to meet the teachers and experience a lesson in advance of transition week. This shared experience in the primary classroom supported staff to moderate expectations at the end of Second Level.

Next steps:

- Highland Numeracy Progression training for all teaching staff in the Tain ASG as part of the working time agreement next session.
- Highland Numeracy digital assessment training for all teaching staff in the Tain ASG, as part of the working time agreement next session.
- Planned assessments/ moderation activity built into the Tain ASG assessment calendar to provide opportunities to strengthen teacher's judgements when awarding CfE levels.

School Priority:

Responsive and Intentional Planning in ELC

Purpose:

Staff to develop their skill in recording their planning and interactions with the children. In addition we were developing intentional planning formats to reflect the guidance in **Realising the Ambition-Being Me**. Staff will become more confident in using the developmental overviews to identify and plan age appropriate learning experiences for our learners.

Progress:

- Nursery staff have engaged in professional learning including training about intentional and responsive planning and observing children's learning.
- Nursery staff have recently developed a sensory area in the playroom to enhance the environment.

Impact:

- ✓ This training highlighted the need to ensure the correct language is used in observations and staff are developing their style of recording children's learning appropriately by identifying skills linked to benchmarks.
- ✓ EYPs have reviewed the planning processes and have introduced CfE experiences and outcomes and the recording of next steps. This will ensure that the children will experience a range of activities across all curricular areas.
- ✓ Planning tools were shared with parents to gauge opinions and or ask for their contributions so that they are involved in their children's learning. Parents commented that they enjoyed having this opportunity to be part of the planning.
- ✓ As a result, children can now choose from a wide range of readily available areas within

the playroom but also opportunities to be calm on their own or with others.

- Nursery staff use developmental overviews to identify and document if children have achieved developmental milestones. We very recently introduced an online tracking tool to identify gaps in children's learning.
- ✓ Nursery staff are at very early stages of using this tracking tool to plan experiences to enhance children's learning. This should continue to be used in order to measure the impact.

Next steps:

- ✓ Continue to increase the use of digital technologies to include pupils in the recording of their own learning and increase independence.
- ✓ Review the profiling to ensure that pupils are aware of their own learning and next steps.
- ✓ Continue to embed the recently introduced tracking tool to identify the gaps in children's learning and support the intentional planning.

Progress and impact of Pupil Equity Fund

This session we analysed data from identified pupils to identify trends. As a result, we have tracked attendance and employed a PSA to run interventions to increase attainment in literacy and numeracy, specifically reading and basic facts.

Attendance – This session there was increased monitoring of pupil's attendance in order to reduce barriers to learning. This coincided with the introduction of a new attendance policy from Highland Council which was shared with parents via the Parent Council. The acting head teacher and staff have engaged with families to support attendance through phone calls, letters or solution focused meetings. At the beginning of the session 64% of identified pupil's attendance fell below 85%. Following the engagement and monitoring throughout the session this has decreased to 27% of identified families having attendance below 85% at the end of the school session. The impact of increased attendance at school provides more opportunities for school staff to increase pupils' attainment and individual's participation in school life.

Literacy – There has been PSA intervention twice weekly to give additional phonics support using the Five Minute Literacy Box to increase the group's knowledge of initial sounds. From the baseline assessments to end of session assessments 67% of the target group have increased their phonic sounds knowledge and are making progress towards expected levels of achievement in literacy, particularly in reading. In addition, pupil's own confidence and self-esteem is beginning to increase which is evident within the classroom reading lessons.

Numeracy – Pupils received additional numeracy support twice weekly aimed to increase knowledge of basic facts, particularly in addition and subtraction. All six identified pupils in the group have made progress in their numeracy towards expected CfE level appropriate to their own learning stage. All assessments have demonstrated a step forward in the Highland Numeracy diagnostics assessment from the baseline taken at the start of the year. The impact of this is demonstrated in attainment levels and pupil's engagement within numeracy sessions.

Overall, these targeted interventions have successfully started to close the attainment gap for identified pupils and would be beneficial to continue into 2023-24 session.

Wider achievements

Opportunities are offered as much as possible throughout the school session through the following methods:

- Weekly assemblies – Star Awards / Head Teacher Awards
- House Points & House Events
- Head Teacher Challenges
- Bikeability Course – Level 1 & 2
- Swimming sessions delivered in Term 1 & 2
- ASG Country Dancing Competition
- Attendance at the Ross-shire School Sports Events such as County Sports, Cross Country, Swimming Gala and Football tournaments.
- Rotary Quiz
- Parents sharing achievements from home i.e., swimming competition results
- Junior Sports Leader Award delivered to P4-7

Comments from learners, families, stakeholders and staff

Comments from stakeholders were gained from a variety of focus groups; Pupil Voice group, engagement from parents at the Breakfast and Blether event, questionnaires and staff collegiate discussions, audits and evaluations:

Learning, Teaching and assessment of literacy:

- “Literacy is of huge importance at this age, delighted to hear it is being looked at thoroughly.”
- “I would like a better understanding of where the children should be at the end of P1 in terms of reading and writing so I can better support them at home.”

Numeracy Assessment & Moderation:

- “Sounds good would like more regular feedback on areas to work on at home and how they did in their assessments.”
- “Continued feedback on assessments would be great – also if there are areas that could use more focus.”

Responsive and Intentional Planning in ELC:

- “My child seems really settled in nursery and enjoys doing different activities daily.”

Capacity for continuous improvement

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
QI 1.3 Leadership of change	Satisfactory	Satisfactory

QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	Satisfactory

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

- *To review and update our Vision, Values and Aims to reflect the new context of the school.*
- *Raise attainment, particularly in literacy and numeracy.*
- *To engage with the Highland Literacy and Numeracy Progressions*
- *To extend play-based learning across Early/First Level*
- *To develop children's emotional literacy.*

Planning ahead

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.