

# Foyers Primary School Standards and Quality Report 2022/23

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2022/23



**Foyers Primary School**  
HIGHLAND COUNCIL FOYERS IV2 6XU

# Introduction: Local and National Context

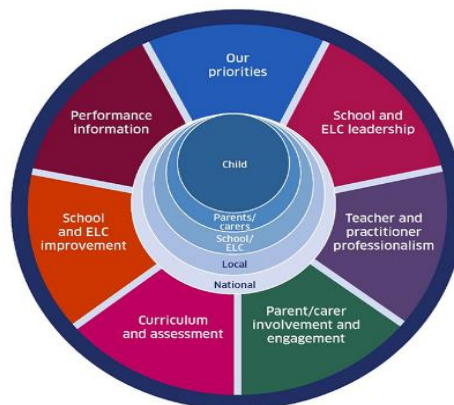
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%

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.

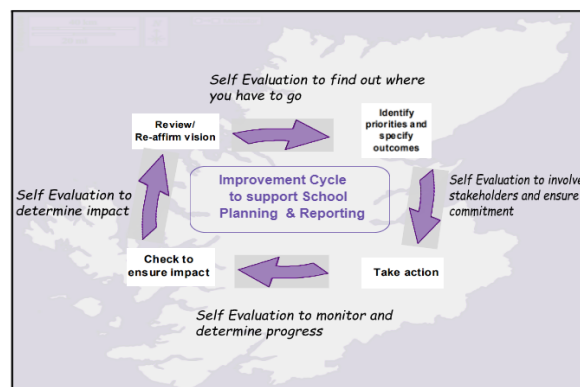
When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.

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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Louise Robertson  
Head Teacher  
Foyers PS



## School Profile

### Pròifil na Sgoile

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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**  
96.5%

**Average Class Size**  
5

**Meeting PE Target**  
Target Met

**Pupil Numbers**  
5

**Teacher Numbers**  
1

**Pupil Teacher Ratio**  
3.4

Foyers Primary School is located in a rural setting serving the local community of Foyers, Inverfarigaig and the rural area around the village on the south side of Loch Ness.

There are 5 children attending the school with P1 - 7 taught across one multi-stage class. The headteacher has overall leadership responsibility for Foyers Primary School and Aldourie Primary school (in a cluster arrangement). Staff and children from both schools work together weekly.

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 good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Most children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

Overall children are making the following progress:

**Reading**

**Writing**

**Listening and talking**

**Numeracy**

Good progress

Good progress

Good progress

Good progress

We have had no exclusions this year.

Respect

Integrity

Compassion

# School vision, values and aims

## Lèirsinn, luachan agus amasan na sgoile

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### 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

Respect

Integrity

Compassion

## **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!”**

## Review of progress for session

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

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.

**Purpose:** To raise attainment in both Literacy and Numeracy across our cluster schools. There is a variation in confidence across schools in using the Benchmarks.

**Progress:**

**NIF Priority:**

Improvement in attainment, particularly in literacy and numeracy

**NIF Driver:**

Curriculum and assessment

Progress has been made towards improving attainment in writing with the majority of children attaining expected standards.

Progress has been made towards improving attainment in reading with the majority of children attaining expected standards.

Progress has been made towards improving attainment in talking and listening with most children attaining expected standards.

Progress has been made towards improving attainment in all literacy areas with the majority of children attaining expected standards.

Progress has been made towards improving attainment in numeracy with most children, attaining expected standards.

Staff are not yet fully confident that we have an appropriate body of evidence to support judgements and to make decisions about next steps.

Tracking and monitoring of all pupils especially ASL needs to be developed further.

Parents and children are not yet fully understanding this process and wish to have greater understanding of where their child is within CfE framework.

Introduced shared moderation activities within South Loch Ness Schools Network with Attainment Adviser, and across ASG.

**Next steps:**

Teachers to spotlight assessment in their planning and consider:

What knowledge and skills do pupils have **before** a lesson is taught? Assessment to explore pupils' prior knowledge and activate relevant previous thinking/ideas.

**Impact:**

Staff have increased knowledge of Assessment and Moderation strategies.

Greater consistency in judgements being given as they are based on an increasing understanding of data.

Increased understanding and awareness of CfE (Curriculum for Excellence) Benchmarks in writing and numeracy in particular.

Moderation processes are starting to be more consistent across the school, cluster, SLNSN.

Staff have increased confidence in submitting ACEL judgements.

Good progress has been made but needs more input to create sustained increase in attainment.

What knowledge and skills are pupils developing **during** a lesson? Assessment during a lesson that deepens and strengthens learning over the course of a lesson or a series of lessons and creates desirable difficulties.

What knowledge and skills have pupils developed **after** a lesson? Assessment processes that secure long-term recall through retrieval practices.

Ensure assessment and moderation practices build a reliable, informative portfolio of evidence, showing progress throughout CfE levels. Consider how we share pupil progress with pupils and parents.

Continue moderation processes across cluster schools.

Focus on developing an inclusive classroom, bringing together good practice and ideas focusing on advice and strategies for improving the participation, acceptance and achievement of learners particularly those with ASL.

School Priority:

## Understanding and Improving Learner and Family Participation in Learning, Teaching and Assessment

**Purpose:** to have a stronger focus on learner and Family participation in school to help raise attainment.

**Progress:**

Greater focus within school assemblies, using the UNCR materials to motivate participation and encouragement of pupil voice.

P4-7 class involved in Young Leaders of Learning.

Pupils took part in reciprocal visit to another schools to identify what is working well, areas for improvement and effective practice.

P1-7 pupils involved in school improvement activities through helping develop school improvement goals.

All staff, pupils and parents more aware of where we are now, where we want to get to.

The majority of parents said they wanted to know more about what their child was learning, in a simpler format than the current termly overviews.

The majority of parents felt that they wanted to know more about how they can support their child at school, including 'modern methods'.

**Impact:**

Children becoming more aware that what they think and say is valued by staff.

Greater confidence in what changes will be made.

All Children identified that they feel safe and listened to by all staff at school.

Children gave an average rating on 9.58/10 that they have friends at school.

Through their pupil wellbeing survey, pupils gave the highest ratings to feeling safe, having friends, following the school rules and teachers telling them what they are good at. The areas of greatest development work for 2023-24 are reflected in 59% of pupils not feeling that other people listened to what they said, 59% saying they wouldn't complain if they were being picked on and 71% feeling that other children didn't look out for them.

A good start has been made within this area of development, but greater parental engagement should be sought around curriculum design.

**Next steps:**

To review our school rationale, including our vision, values and aims to ensure we have learner and parental participation and engagement.

Revisit the four capacities – effective contributors, responsible citizens, successful learners and confident individuals, ensuring we plan, support and celebrate their development in our pupils both within school at home and within our community through classroom achievement boards.

Clarify school curriculum pathways and ensure they support children and young people to build on their prior learning and include appropriate progression for all learners.

Work to develop our use of profiling to ensure it shows progression.

Develop greater opportunities for pupil leadership in school to support listening to others, taking responsibility, developing confidence and stretching out beyond their own needs to help others.



Audit our communication strategies to ensure we use simple language and communicate in ways that supports parental engagement in school life and learning.

School Priority:

## Raise attainment in Writing

**Purpose:** raise attainment in writing across our cluster schools. There is a variation in confidence across schools in teaching skills for writing, clarity in assessment strategies and use of the Benchmarks.

### Progress:

Most staff have been trained in Talk for Writing strategies for the teaching of writing.  
Children have been more engaged and report that they are enjoying writing more.  
Children who have struggled with 'what' to write and more willing to give writing a go and are producing improved texts.  
Children have been taught the language structures they need to think and express themselves through imitation and innovation.  
Teachers teaching new vocabulary to help children understand stories and information texts  
New resources purchased to support teacher development in this curricular area.  
Looking through pupils' writing texts, it could be seen that children were using the three stages:  
1) Imitation. (Knowing stories, rhymes and text)  
2) Innovation. (Creating new versions)  
3) Independent. (Making up new story texts on their own).  
Moderation of writing was completed across the South Loch Ness schools Network with the Attainment Adviser.

### Next steps:

Review curriculum to ensure meaningful progressions and assessment processes are in place for writing across our school.  
Support teachers to explore through research and reading effective pedagogy to support raising attainment.

### Impact:

Improving oral language skills in children.  
Children use wider vocabularies.  
Quality of writing is improving.  
Teachers using new writing assessments, hot/cold task, writing rubrics.  
Resources and teacher toolkits enable a structured, thorough and effective way to support the teaching and learning of literacy skills  
Increased understanding and awareness of CfE (Curriculum for Excellence) Benchmarks in writing by teachers.

Overall there is a good foundation of teaching skills to continue to develop writing skills across the school.

## Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

Due to long term sickness with PSA, interventions were not progressed as planned.  
Lack of supply teachers meant that we could not get teachers out of class to work on planned interventions, however teachers still planned to meet children's needs.  
Child with mobility issues moved school out of authority so transport costs were not needed.

## Wider achievements Coileanaidhean nas fharsainghe

P1-3 Baillie Cup

Respect

Integrity

Compassion

P1-7 night away at the Sealife Centre Loch Lomond with Foyersand Foyers PS.  
 Visit to Robin Morley's croft  
 Trip to Inverness archive centre  
 Trip to Inverness botanic gardens  
 Visit from Tony Foster from Stratherrick and Foyers Community Trust to explore what the Trust does in the community  
 Margaret Fraser visited from South Loch Ness Heritage Group to support project on Local area.  
 Eden Court pantomime trip  
 Community Winter Wonderland festival – singing and making decorations  
 Nick Wright plan in place consultation to support development of Community plan.  
 Woodwind and brass performance by HLH instructors  
 Pupils leading Christmas parties and Halloween parties  
 Kodaly singing  
 P1-7 swimming lessons at Inverness Aquadome  
 Learning to play Boccia with HLH sports co-ordinator  
 Mcrobert Cup competition  
 Joint Christmas Show with Aldourie PS.  
 Fundraising for Children in Need and Comic Relief  
 Trip to Vue Cinema as part of the Into Film festival

## Comments from learners, families, stakeholders and staff

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

Massive thank you to all at Foyers Primary School for looking after my children over the past 3 years. They loved their time there (except for the 'hard' maths!). You are their extended family.

Happy memories in Foyers Primary School, all my children have had too.

## 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	SECONDARY
<b>QI 1.3</b> Leadership of change	Choose an item.	Good	Choose an item.
<b>QI 2.3</b> Learning, teaching and assessment	Choose an item.	Good	Choose an item.
<b>QI 3.1</b> Wellbeing, equality and inclusion	Choose an item.	Good	Choose an item.
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Choose an item.	Good	Choose an item.

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Respect

Integrity

Compassion

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

#### Curriculum

Review curriculum to ensure meaningful progressions and assessment processes are in place for writing across our school.

To review our school rationale, including our vision, values and aims to ensure we have learner and parental participation and engagement.

Revisit the four capacities – effective contributors, responsible citizens, successful learners and confident individuals, ensuring we plan, support and celebrate their development in our pupils both within school at home and within our community through classroom achievement boards.

Clarify school curriculum pathways and ensure they support children and young people to build on their prior learning and include appropriate progression for all learners.

Work to develop our use of profiling to ensure it shows progression.

#### Understanding & improving pedagogy, assessment and moderation strategies

Support teachers to explore through research and reading effective pedagogy to support raising attainment.

Teachers to spotlight assessment in their planning/implementation and consider what knowledge and skills do pupils have **before/during and after** a lesson is taught.

Ensure assessment and moderation practices build a reliable, informative portfolio of evidence, showing progress throughout CfE levels. Consider how we share pupil progress with pupils and parents.

Continue moderation processes across cluster schools.

#### Promoting pupil, parent and partner participation

Focus on developing an inclusive classroom, bringing together good practice and ideas focusing on advice and strategies for improving the participation, acceptance and achievement of learners particularly those with ASL.

Develop greater opportunities for pupil leadership in school to support listening to others, taking responsibility, developing confidence and stretching out beyond their own needs to help others.

Audit our communication strategies to ensure we use simple language and communicate in ways that supports parental engagement in school life and learning.

## 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 by contacting the school office.

An online copy can be found at:

[https://www.highland.gov.uk/downloads/download/2156/school\\_standards\\_and\\_quality\\_reports\\_-\\_primary\\_2022-2023](https://www.highland.gov.uk/downloads/download/2156/school_standards_and_quality_reports_-_primary_2022-2023)