



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Hill of Fearn Primary School and ELC



Our Values: Helpful, Positive learners Outstanding Kindness Friendly, Nurturing environment

Introduction: Local and National Context

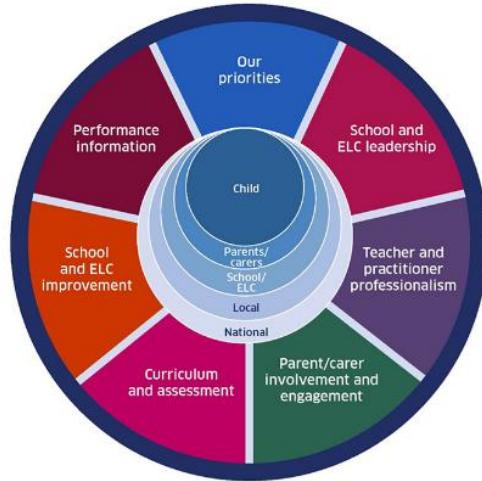
Ro-ràdh: Co-theacsa ionadail agus Nàiseanta

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%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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

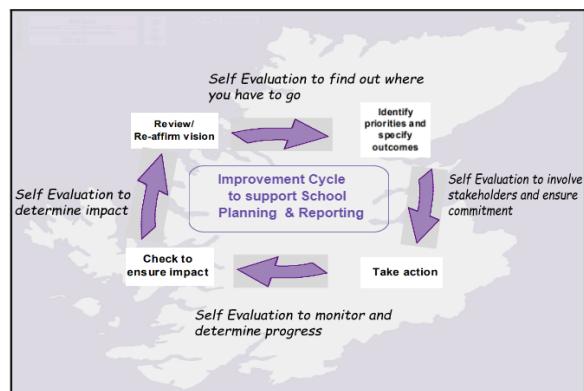
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Mrs N Campbell
Head Teacher
Hill of Fearn Primary School & ELC

School Profile

Pròfil 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.

Attendance 92.1%	Average Class Size 20.5	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 42 (+7 nursery)	Teacher Numbers 3	Pupil Teacher Ratio 14.8

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Almost all	Most	Almost all	Most

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 7 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 headteacher has overall leadership responsibility for Hill of Fearn Primary School and Tarbat Old Primary School as part of a cluster arrangement. The 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 good. Overall, almost all children are attaining expected levels across the school in Listening and Talking, most pupils in Literacy and English and Numeracy and Mathematics and a few children are exceeding nationally expected levels. A few children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Good progress	Good progress	Very good progress	Good progress

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.



Hill of Fearn Primary School (H.O.F)

Healthy, Happy & Hardworking



OUR SCHOOL VALUES

Helpful, positive learners

Outstanding kindness

Friendly, nurturing environment

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:

Assessment, Tracking & Monitoring

Purpose:

Highland Council Directive for all schools to engage with Progress and Achievement (P&A) and SEEMiS as a tracking and monitoring and reporting tool.

Progress:

- ✓ Staff took part in an introduction to Progress and Achievement system on SEEMiS for tracking and monitoring
- ✓ Staff utilised the new system to input attainment predictions in November and Attainment data in May
- ✓ Termly Attainment discussions took place and templates have been updated to include the new Progress and Achievement codes.
- ✓ Head Teacher led an ASG Moderation event to raise awareness of the Highland Council Tracking, Monitoring and Reporting Policy and opportunity to moderate portfolios of evidence.
- ✓ Staff took part in a collegiate session to complete a self - evaluation audit and look at samples of pupil profile folders to discuss what this should look like moving forward.
- ✓ New reporting format shared by the authority with guides and training sessions offered if required. Samples created by staff and discussed.

Impact:

- ✓ Staff are becoming familiar with the new recording and reporting system on Progress and Achievement that has been implemented this session to track and record pupil attainment data. This has helped to develop a more robust system of recording attainment.
- ✓ Termly attainment discussions between Class Teachers and the Head Teacher are supporting staff's understanding of the newly introduced Progress and Achievement codes.
- ✓ As a result of the Tracking, Monitoring and Assessment training staff become more familiar with the Highland Council Tracking, Monitoring and Reporting Policy and the literacy and numeracy end of year targets.
- ✓ Feedback from the moderation event with colleagues across the associated schools group allowed colleagues to discuss various samples of work and portfolios of evidence against the new assessment codes, which has strengthened teacher confidence and professional judgements.
- ✓ A guide to profiling at the cluster was created to ensure consistency across the cluster and ensure we are meeting the continuous profiling criteria.
- ✓ Robust step by step guides that have been developed by the authority are supporting staff to use the new reporting system that has been newly introduced.
- ✓ Discussion of samples allowed opportunities to share with colleagues any hints/tips and moderate high quality report statements.

Next steps:

- Continue to embed the use of the Progress and Achievement system to track and monitor attainment for all pupils.
- Develop staff confidence in using the new reporting system for end of year reports.
- Head Teacher to monitor and evaluate the new Profiling Guidance document developed this session.

Purpose:

As this is a national priority and is part of the NIF and HSCS (Health and Social Care Standards), Placing the human rights and needs of every child and young person at the centre of education would be a key driver for school improvement. We are working together to maximise health and wellbeing by enabling children to interact both in their own and wider community.

Progress:

- ✓ Staff took part in an introduction training session on the Rights Respecting award and discussed implementation in August 2025
- ✓ Each class created a class charter with their pupils and have used these to agree expectations in their class.
- ✓ Right of the fortnight introduced in assemblies by the Head Teacher and followed up by staff in classes.
- ✓ Interactive whole school wall display created in main corridor, so it is seen daily by children to reinforce the articles that are being focused on.
- ✓ Information booklet shared with parents via Seesaw.
- ✓ 'Learning through rights' document shared to support ELC staff to plan learning experiences linked to the articles.
- ✓ "Rights Respecters" pupil group established in January 2025.
- ✓ Linking rights into daily learning/ termly planners e.g. Safer Internet Day, Remembrance Day, Earth Day.
- ✓ Developed IDL planner template to include UNCRC article links and referenced in ELC planning floor book.
- ✓ Questionnaire on children's rights undertaken by staff and pupils.
- ✓ Bronze Award Application submitted.

Impact:

- ✓ All staff and pupils are aware of the UNCRC Articles and able to discuss their rights in a variety of situations.
- ✓ Class charters are displayed in a visible position and referred to regularly in discussions with children.
- ✓ Articles of the fortnight has resulted in an in depth focus on specific articles that have been explored over the session so far to enhance the children and staff's knowledge and understanding.
- ✓ Whole school display reminds children of the current focus and pupil group to allow them to ask questions.
- ✓ Parents have an increased awareness of the Rights Respecting Schools Award and what we are doing to work towards it and able to discuss this at home with their child.
- ✓ Early Years Practitioners have begun to reference the UNCRC articles in their planning floor book to show to links within their planned learning experiences. Articles are displayed around their setting to encourage discussion with pupils.
- ✓ Updated IDL planner template has ensured that UNCRC links are relevant within the curriculum.
- ✓ Pupils taking the lead. The Rights Respecters held their first assembly and were enthusiastic when introducing of the focused "Article of the Fortnight." This led to more engagement from the pupils hearing from their peers.
- ✓ Questionnaires undertaken by staff and pupils helped to identify strengths and areas for development within this area.

Next steps:

- A focus on the responsibilities that accompany children's rights.
- Rights Respecters group to become more confident in sharing their knowledge with pupils in assembly and with parents to increase.
- Continue to embed the UNCRC Articles when planning curricular experiences across the school.
- Work towards achieving Silver Rights Respecting Award.

Purpose:

This project is in response to dips in numeracy attainment data across year groups and the development of authority materials to support the implementation of the Highland Council Numeracy Progression.

Progress:

- ✓ Teaching staff attended numeracy training events including Number sprinkles
- ✓ White Rose Maths subscription purchased to support learning and teaching.
- ✓ Pupil support assistants and teachers attended numeracy intervention training
- ✓ Continue to use school documents to track and monitor numeracy against the benchmarks
- ✓ End of Year targets developed by the Numeracy Development officer shared with staff and used in attainment discussions with the Head teacher.
- ✓ Numeracy Showcase with parents – videos shared on Seesaw of how we teach numeracy strategies and materials out on Parents evening.
- ✓ Reviewed current numeracy planning documents
- ✓ Class teachers carried out peer visits across the cluster to observe numeracy lessons.

Impact:

- ✓ The benefits from the Number Sprinkles approach has resulted in regular revisiting on all areas of numeracy to consolidate and reinforce concepts taught throughout the year. Ensuring breadth and depth of knowledge and trying to apply skills to other areas.
- ✓ White Rose Maths has been positively welcomed by all staff to support delivery of the strategies and ensures that there has been consistency across the cluster. This has still be supported by a number of other resources in the school to ensure it is focused on the teaching of strategies and progression rather than resource based.
- ✓ Parents have commented that they found the videos useful to see how the strategies are being taught in schools and how the various resources are used. For example Numicon, tens frames etc.
- ✓ Ongoing review of planning formats to ensure that we plan effectively for individual groups.
- ✓ End of year targets have been useful for staff attainment discussions to guide expectations of each year group within the level.
- ✓ Peer visits has resulted in staff sharing ideas and resources across the cluster and ideas to develop their own practice.

Next steps:

- Continue familiarisation of the Highland Numeracy Progression and the tools to support planning.
- Embed the use of the End of Year targets to support teacher's assessment.
- Increase and develop numeracy opportunities through play experiences indoors and outdoors

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

There has been a continued focus on the monitoring of targeted pupil attendance data this session to reduce barriers to learning. The Head teacher and staff have engaged with families to support attendance. The impact of the monitoring has resulted in attendance above 90% for 50% of the targeted group and above 85% for 38% of the target group.

Additional PSA support to provide phonics and numeracy support has resulted in an increase in target groups progress towards expected levels of achievement in literacy, particularly in reading, and in numeracy, particularly in addition and subtraction. Also, pupil's own confidence and self-esteem is beginning to increase which is evident within the classroom lessons.

Wider achievements

Coileanaidhean nas fharsainge

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

- Weekly assemblies – Star Awards / Head Teacher Awards / School Values Award
- House Points & House Team Events
- Head Teacher Challenges
- Bikeability Courses – Level 1 & 2
- Christmas Show Performance
- 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 TCD competitions, Horse riding or gymnastics.
- Junior Sports Leader Award
- Active Schools After School Club sessions
- Music tuition delivered by Highlife Highland

Comments from learners, families, stakeholders and staff

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

When surveyed about this year's school improvement projects we received the following comments;

Numeracy Development

“The numeracy video sent home for parents was a great idea, and helpful to know how my son learns.”

“Good to understand the strategies being put in place for numeracy and helps parents to better support children's learning at home.”

“The kids seemed to have enjoyed their numeracy more this term.”

Developing a Rights Based Curriculum

“Lots of conversations at home”

“My child is fully aware of the programme and likes to discuss it at home”

“The kids mention it regularly and seem very proud of it.”

“It is a worthwhile and valuable goal to work towards teaching the children important life skills so it’s great to see the school including this.”

“The kids are confident in showing their understanding. My child recently spoke about them at a hospital appointment with a staff member.”

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
QI 1.3 Leadership of change	Satisfactory	Good
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	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning Prìomhachasan airson planadh airson leasachadh

- Continuing to develop and embed a Rights based curriculum and work towards achieving a silver accreditation for the Rights Respecting Schools Award.
- Enhancing play experiences and approaches across the whole school from Early into Second Level.
- Developing the outdoor learning environment for pupils to enhance learning and teaching.
- Head Teacher to monitor and evaluate the new profiling guidance document developed this session.
- Embed the Progress & Achievement systems and the Tracking Monitoring and Reporting policy into school level monitoring procedures to gather and analyse attainment data for all pupils.

Planning ahead A' planadh air adhart

Full details of the school’s 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.