



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Farr Primary & Nursery School



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

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We are pleased to present our Standards and Quality Report for Session 2023-24. 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.

Miss Kirsty Guthrie
Head Teacher
Farr Primary & Nursery School
Inverness

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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.

Attendance 92.1%	Average Class Size 21	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 63 (+16 nursery)	Teacher Numbers 4	Pupil Teacher Ratio 16.6
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N3 4	N4 12	P1 9.5%	P2 19%	P3 17.5%	P4 9.5%	P5 9.5%	P6 11.1%	P7 23.8%
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SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 10-20%	SIMD Q4 80-90%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 20-30%	No ASN 70-80%	FSM³ 60-70%	No FSM 30-40%	EAL⁴ 0-10%	No EAL 90+%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

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

We have had no exclusions this year.

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**. Almost all children who face barriers to learning are making **good** progress towards meeting their individual targets.

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

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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



Curriculum Rationale updated session 2023-2024

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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: *Through session 2022-2023 we worked on engaging pupils, staff and parents in the use of our pupil profiles folders. Feedback highlighted a consistent profiling system that allows pupil ownership is required. This will allow children to navigate their profiles with ease and engage with the complete process of their learning journey. ELC - to P7 will have age and stage appropriate profile formats. Profiling is a two-year action plan – 2022/2023 and 2023/2024.*

Expected outcomes:

- Profiles will be owned by children, shared with families and document their learner journey
- Ingredients of effective profiling evident in school's approach – overview/policy created
- High Quality Assessments include the key ingredients from The Moderation Cycle
- ACEL data will reflect a body of evidence, connecting High Quality Assessments to National Standardised Assessments (NSA)
- There will be a coherent understanding of achievement across the ASG
- ASG tracking, reporting and moderating priority in elements of literacy and numeracy
- Improved staff knowledge and understanding of the ingredients of quality observations (EYPs)

Good progress has been made in this area

Impact:

- All children have a Profile in which place which is owned by them and includes evidence of their strengths and achievements. Digital Profiles discussed and considered for upper school.
- Open event during Term 3 for parents to view profiles and share progress. Feedback very positive
- ELC profiling audit carried each term. ELC profiles shared regularly with parents at Stay, Play & Learn sessions and feedback sought
- Created & shared format for High Quality Assessments in collaboration with all teaching staff. Calendar with shared key dates ensures consistency across the school.
- Staff confidence around achievement of a level has continued to improve. Moderation activities evidence this. All staff have improved judgements of attainment and achievement. Attainment at P1, P4 and P7 combined is very good. Data is being used more consistently to inform next steps resulting in better matched learning for children
- Working groups have provided opportunity for networking across the ASG. Staff have enjoyed engaging in professional dialogue with other practitioners
- Farr Way outlines shared standards for all

Next steps:

- Further develop approaches to continuous profiling and reporting – 2024/2025- Assessment and Moderation – Moderation Collaborative (SIP Key Outcome 1). All Teaching Staff to participate in Moderation Collaborative next session. Two modules – Moderation Tools & Evidence Review
- Continue to work with colleagues across the IRA ASG (from ELC-P7) to develop high quality learning & teaching strategies as a team and with colleagues across the ASG 2024/2025 (SIP Key Priority 3) - Sharing Good practice across the IRA ASG

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School Priority:

- Local Authority focus on pedagogy and what constitutes effective approaches to teaching and learning.

Purpose: *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.*

Progress:

- Staff engaged well with Power Up Pedagogy which created opportunities for professional dialogue. Shared resource worked well.
- Collaboration between staff and schools within the ASG.
- Following the ASG sessions, staff set targets to take forward and trial in own classrooms
- Increased level of staff confidence of selected features of pedagogy (differentiation and spotlight on assessment). Good engagement with professional reading and research.
- Improved approaches to teaching and learning across the school. Experiences of the learners are more appropriately challenging and better matched to their learning needs.
- EYP attended training on Froebel approaches to play and cascaded learning with colleagues
- ELC staff visited other settings this session to view practise and planning documents/processes.
- Through consultation with staff and learners The Farr Way was created which outlines shared standards across the school & Curriculum Rationale reviewed and updated with all staff and children

Good progress has been made in this area

Next steps:

- Maintain consistency through regular school & ELC planning, tracking meetings and classroom visits/observations. Quality Assurance built in over the year.
- Build on progress to date and embed across the school. Farr Way to be used on Learning Walks with staff and Learners
- ELC to track learner progress using Developmental Overviews and analyse findings

Impact:

- Staff have a shared understanding of selected features of pedagogy (differentiation and spotlight on assessment).
- Data collected from post evaluation completed by staff across ASG – Most staff felt more confident following the Spotlight Assessment ASG session. No change and more confident - most staff (76%)
- Staff reported progress from targets set and shared interventions/changes at collegiate sessions
- Data from Learning Walk confirms more consistent approach across the school
- Froebel approaches evident in planning and from observations in ELC
- ELC engaged in professional dialogue following visits to other settings and agreed next steps for Farr
- ELC planning and floorbooks were shared as good examples with other settings
- Looking forward staff have indicated for next session that they would like the following input - Teachers sharing good practice (72%) Time for dialogue with colleagues (88%) Speakers in their area of expertise (64%), 74% are keen to keep the same 3 sessions of 1 ½ hours

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School Priority:

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

Purpose: *To empower education staff to support all pupils, to promote inclusive practice and to encourage effective collaboration between school staff, parents/carers, partner services and other agencies. Individual practitioners improving their classroom setting or their approach to supporting individual learners. Practical strategies to support the underlying skills that pupils require to enable them to participate in school.*

Progress:

- CIRCLE resources shared with all staff at INSET – Inclusive Learning & Collaborative Learning, CIRCLE Framework. Educational Psychologist delivered training for all teaching staff with a focus on the Learning environment. Staff from local small schools undertook training with staff from Farr
- Audit undertaken by all teaching staff of the Physical Environment & Structures & Routines. Staff completed The Circle Inclusive Classroom Scale & CIRCLE Participation Scale (CPS) for identifying and measuring areas affecting a learner's participation. Baseline revisited to measure progress & impact
- ELC staff made links with CIRCLE resource and Realising the Ambition.
- Farr Primary & Nursery School to achieve Gold Rights Respecting Schools Award
- Support staff used for short term targeted support that has impact (evaluated regularly)
- To provide suggestions for successful collaborative working between school staff, parents/carers and partner services and agencies.
- To provide tools to support documenting evidence of assessment and input.
- Targeted & Universal Support consistent across the school
- Farr Primary & Nursery School to achieve Gold Rights Respecting Schools Award

Next steps:

- Staff to use classroom scales as appropriate throughout next session and beyond to ensure classroom spaces and environments are inclusive. Motivation & Skills chapters to be explored at Collegiate sessions 2024-2025
- Circle Resource will provide a quick, accessible reference point for education staff which provides practical solutions to address learners' needs.
- Principles of CIRCLE framework to be a focus during observations and tracking and monitoring meetings

Impact:

- CIRCLE Framework a consistent reflective framework resource and training resource for teachers and other education staff. Input from Educational psychologist invaluable. Professional Dialogue with staff from similar sized settings promoted collaboration and an opportunity to bring together and share good practice and ideas focusing on advice and strategies for improving the participation, acceptance and achievement of all learners.
- To provide a quick, accessible reference point for education staff which provides practical solutions to address learners' needs and support the development of Inclusive Classrooms as best practice.
- Results from the Circle Inclusive Scale & Participation scale used to inform next steps. CIRCLE Inclusive Classroom Scale (CICS) tool for rating and identifying improvements to the classroom environment. CIRCLE Participation Scale (CPS) tool for identifying and measuring areas affecting a learner's participation. Teachers adapted their rooms following the audit to improve the environment score.
- ELC staff use principles of Realising The Ambition in everyday practise
- To promote a learner-centred approach where learners are listened to and involved in the management of their own learning. (link to profiling improvement outcome)
- Circle Framework coupled with focus on Pedagogy has led to better planned differentiation and learning better matched to needs which was evidenced in findings of class visits and Learning Walk.
- Pupil Voice is strong and children have ownership of projects. Good progress made on the journey to Gold.
- Staff work collaboratively with professionals as appropriate to meet the needs of children in their care

Satisfactory progress has been made in this area

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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.

Wider achievements Coileanaidhean nas fharsainghe

Through working with partners, our children have had a range of opportunities for wider achievements, both as part of curriculum learning and extra-curricular learning.

We have:

- continued to work in partnership with the Youth Music Initiative (YMI) to support children's music development with targeted year groups
- worked with ArtsPlay to support children's music development in Early Learning and Childcare (ELC)
- worked in partnership with Eden Court, Ross County Football Club and Inverness Caledonian Thistle to improve children's mental and physical wellbeing
- ensured that all of our P5, 6 & 7 children have their Bikeability 1 award
- worked in partnership with our local windfarm, our Active Schools Coordinator and parent volunteers to provide a range of out of school activities at no cost to families
- had children represent us in a range of athletics, cross-country and community event



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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
QI 1.3 Leadership of change	Very good	Good
QI 2.3 Learning, teaching and assessment	Very good	Good
QI 3.1 Wellbeing, equality and inclusion	Very good	Good
QI 3.2 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.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Year 3 – Assessment & Moderation
- Outdoor Learning & Learning Outdoors
- ASG Pedagogy focus

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [Farr Primary School | Inverness, Scotland \(wordpress.com\)](https://www.farrprimaryschool.co.uk) or by contacting the school office. farrinv.primary@highland.gov.uk

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