



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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## Hill of Fearn Primary and ELC 2023-2024

# Introduction: Local and National Context

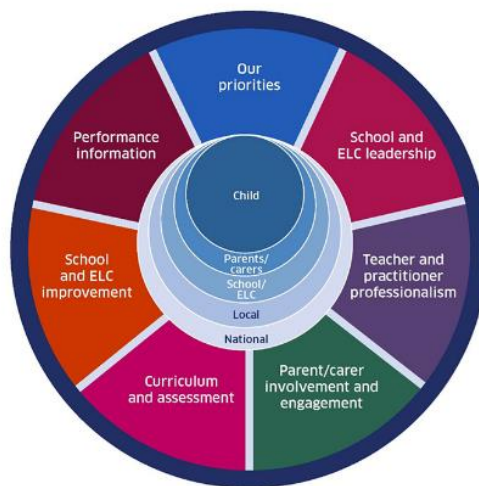
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%

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

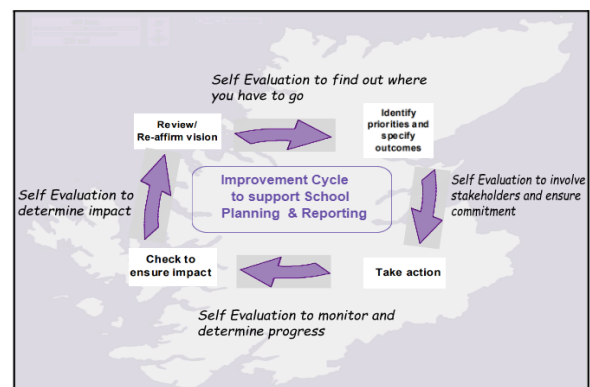
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Mrs N Campbell  
Head Teacher  
Hill of Fearn Primary & ELC

# 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> 90.3%	<b>Average Class Size</b> 18.3	<b>Meeting PE Target</b> Target Met
<b>Pupil Numbers (inc nursery)</b> 42 (+13 nursery)	<b>Teacher Numbers</b> 3	<b>Pupil Teacher Ratio</b> 14.3

2023/24 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	Most	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 42 children attending the school and 13 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. Most 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:

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Good progress	Satisfactory progress	Good progress	Satisfactory progress

We have had no exclusions this year.





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

*Healthy, Happy & Handworking*



## **OUR SCHOOL VALUES**

**H**elpful, positive learners

**O**utstanding kindness

**F**riendly, nurturing environment

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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:

## Highland Progressions

### Purpose:

Attainment summit directive for all Highland Schools to engage with Highland Literacy and Numeracy Progressions. This work aimed to increase staff's confidence in using these progressions to plan effectively for pupils learning and raise attainment in literacy and numeracy.

### Progress:

#### Content:

All staff familiarised themselves with Highland Literacy Framework documents and used them for planning, assessment and moderation.

Staff took part in the Literacy for All though a world of diversity training.

All staff completed Highland Numeracy Diagnostic training online.

Staff worked with stage partners across the cluster to plan and moderate High Quality Assessment Tasks

As a staff we reviewed planning and tracking documents to ensure they being used effectively.

Acting Head Teacher carried out classroom observations with a literacy/numeracy focus.

### Impact:

- ✓ Updated Highland Progressions have led to more focused planning across the curriculum, particularly in Literacy and Numeracy. This has been monitored through termly attainment discussions between class teachers and Acting Head Teacher.
- ✓ All Standardised Assessments results discussed with staff through attainment discussions to ensure understanding of results and check reliability of data. Data was used to inform AHT discussion with Collaborative Lead.
- ✓ Moderation opportunities have supported and strengthened teacher judgement.
- ✓ Attainment meetings have continued but are more robust through inclusion of previous data, evidence of progress through pupil work and profiles.
- ✓ Staff have reviewed tracking and monitoring tools to ensure they are being used more effectively to support planning, teaching and assessment.
- ✓ A tracking guide was produced to support class teachers understanding of how we track and what tools we use.
- ✓ Classroom observation feedback from Acting Head Teacher has ensured that teachers have strengths highlighted and areas for development identified in order to improve learning and teaching practice.
- ✓ Good Progress has been made in this area and will continue into next session.

### Next steps:

- Staff to familiarise themselves and utilise the updated Highland Numeracy Yearly Overviews and attend associated Number Sprinkles training
- Create a more robust writing tracker incorporating the E's and Os/ Benchmarks.
- From staff discussions align all trackers to similar formats. These have been updated and will begin using these from August 2024.

School Priority:

## Whole School Approach to developing Emotional Literacy

### Purpose:

To support children to be able to talk about their emotions and equip them with the tools to be able to regulate themselves. This approach would develop a whole school common language which can be used to facilitate restorative conversations when required.

### Progress:

#### Content:

All staff completed an online introduction training to the Emotion Works Programme.

Classroom and Whole school displays were to be created.

The Emotion Works cogs were introduced one at a time by Acting Head Teacher in assembly. One per month. Follow up activities were completed in the classroom.

Staff took part in peer visits to each other's classrooms to share lesson ideas.

An event was set up to share our Emotion Works journey with Parents. They were invited in to see a gallery of work and have an opportunity to ask questions and share feedback.

School Leads applied for the Primary School Award.

### Impact:

- ✓ Roll-out of the Emotion Works programme this session to enhance children's emotional literacy which has resulted in the school developing a shared language around emotional literacy.
- ✓ Each classroom has a display to share their class work around Emotion Works and there is a large whole school display in the corridor to support all stakeholders understanding of the Emotion Works cogs.
- ✓ Children are more able to recognise their emotions and utilise strategies more effectively.
- ✓ Equality and Diversity has been enhanced through the purchase and use of the Highland Literacy recommended texts and associated lesson plans.
- ✓ Emotion works programme roll out has enhanced the Health and Wellbeing Curriculum.
- ✓ Investment in emotional literacy resources and creation of the Rainbow lounge has resulted in a calm space being developed for children to use to help regulate their emotions.
- ✓ Emotion Works Showcase event has helped to increase parents understanding of the Emotion Works programme, the resources used in school and handouts provided suggestions of how it can be used at home.
- ✓ The school community were proud to achieve the Bronze Award Certificate.
- ✓ Very good progress was made with this school improvement project. Year 2 will involve further embedding the language during restorative conversations/ lessons.

### Next steps:

- Build a bank of resources to support the delivery of Emotion Works
- Apply strategies to real-life situations
- Developing a Rights Based Curriculum with the child at the centre in accordance with the National Improvement Framework.

School Priority:

## Develop play - based learning experiences across Early Level

### Purpose:

Further develop the learning experiences in the nursery settings to ensure that pupils have appropriate access to all aspects of the curriculum, particularly literacy and numeracy. Develop a play based approach in the P1-3 class to reflect the guidance in "Realising the Ambition – Being Me" to support the transition from Nursery – P1-3 class. This will ensure that learning activities are developmentally appropriate for learners.

### Progress:

#### Content:

Staff refreshed their knowledge of Realising the Ambition and the Play Pedagogy Toolkit.

Staff set up their learning environments to reflect the play-based learning and identified resources required.

Staff undertook Quality Interactions Training which was delivered by Mairi Mackay, EYESO.

Staff revisited the Words Up Strategies to support and extend pupil interactions.

Staff took part in visits to other settings to engage in professional discussions.

### Impact:

- ✓ New layout of the class in order to develop play-based learning in the upper area of the classroom and provided more opportunities for play in the P1-3 classroom.
- ✓ Class teacher has engaged in professional learning to support the implementation of a play-based approach to enhance her knowledge and understanding.
- ✓ Quality Interactions training has made staff more aware of the type of language that should be used to extend learning.
- ✓ Children have more responsibility within their learning through being child led and following their interests and what they would like to learn.
- ✓ Staff are more aware of the words up strategies and are mindful of using these during interactions, leading to more quality extension of children's learning.
- ✓ The use of digital technologies has been expanded to include a wider range of materials to enhance learning and pupil motivation.
- ✓ Good progress was made in this project area. Staff are keen to build on this further for next session.

### Next steps:

- Next session nursery staff to move towards developing understanding of the Early Level Progressions and Benchmarks and use this to begin tracking pupil progress.
- Further embed play based pedagogy in the P1-3 classroom next session.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

Continued focus on monitoring of pupil's attendance data this session to embed the attendance policy from Highland Council to reduce barriers to learning. The Head teacher and staff have engaged with families to support attendance. However, the impact of the monitoring has resulted in an increase in attendance above 90% for a few pupils.

Additional PSA support to provide phonics and numeracy support has resulted in 47% of the target group to increase their 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 fharsainghe

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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 Course – 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., swimming competition results
- Junior Sports Leader Award delivered to P4-7
- Active School football coaching sessions
- Music tuition

## Comments from learners, families, stakeholders and staff

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

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

#### **Highland Progressions:**

“I think the curriculum works and I have noticed a huge improvement in my child's learning this past year.”

#### **Whole School approach to Emotional Literacy:**

“Rainbow Lounge – I like that it's an open space and not too enclosed. Hopefully the kids will enjoy the facilities.”

“Emotion Works – I like that this helps the kids recognise their emotions and helps how to deal with them.”

“Love the emotion stones as sometimes the children can't verbalise how they are feeling.”

“Good to see consistent language being used”

“A great job throughout the school year to help kids express themselves.”

#### **Develop play - based learning experiences across Early Level:**

“The nursery learning through play has been great this year, kids have enjoyed all the topics and the nursery staff have been great at coming up with ideas from my suggestions.”

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

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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	Good	Good
<b>QI 2.3</b> Learning, teaching and assessment	Good	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Good
<b>QI 3.2</b> 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

### Prìomhachasan airson planadh airson leasachadh

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- *Developing a Rights Based Curriculum with the child at the centre in accordance with the National Improvement Framework.*
- *Continue to increase attainment, particularly in numeracy.*
- *Implement the updated tracking documents to support planning effectively for learning and teaching.*
- *Continue to embed the Emotion Works programme into our Health & Wellbeing curriculum.*

## Planning ahead

### A' planadh air adhart

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Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.