



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023/24



*Farr High School*

**HIGHLAND COUNCIL**

BETTYHILL, BY THURSO, KW14 7SS

## School Profile

### Pròifil na Sgoile

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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 sources.

Farr High School is located in a rural, coastal setting serving the local community of Bettyhill, Melvich, Altnaharra and Tongue on the north west coast.

There are 67 children attending the school organised into 6 year groups, with pupils in S4-S6 grouped together into our Senior Phase.

The headteacher has overall leadership responsibility for the schools within the North Coast Campus: Farr High School, Farr Primary School & ELC, Melvich Primary School & ELC and Tongue Primary School and ELC. The headteacher is supported by a Depute and three Principal Teachers.

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.

We have had no exclusions this year.

## Data relating to our context:

<b>Pupil Numbers</b>	<b>Attendance</b>	<b>Exclusions</b>	<b>Teacher Numbers (FTE)</b>
69	89%	0	13

<b>S1numbers</b>	<b>S2numbers</b>	<b>S3numbers</b>	<b>S4numbers</b>	<b>S5numbers</b>	<b>S6numbers</b>
13	15	6	7	16	10

<b>SIMD Q1</b>	<b>SIMD Q2</b>	<b>SIMD Q2</b>	<b>SIMD Q3</b>	<b>SIMD Q5</b>	<b>Unknown</b>
0%	3.1%	92.3%	4.6%	0%	0%

<b>Overall ASN</b>	<b>Free School Meal</b>	<b>EAL</b>	<b>Glossary:</b>
37.7%	17.39%	1.5%	FTE – Full Time Equivalent SIMD – Scottish Index of Multiple Deprivation 1= % of pupils living in most deprived areas 5=least deprived areas ASN – Additional Support Needs EAL – percentage of learners for whom English is an Additional Language

## Attainment

### Literacy and Numeracy in S1-S3 – Broad General Education -

Level 3 2023/2024 Percentage of pupils achieving Curriculum for Excellence Levels by the end of S3

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
65.7%	85.7%	85.7%	85.7%

Level 4

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
57.1%	49.2%	85.7%	57.1%

## Senior Phase

### Literacy/Numeracy in S4, S5 and S6 – Senior Phase

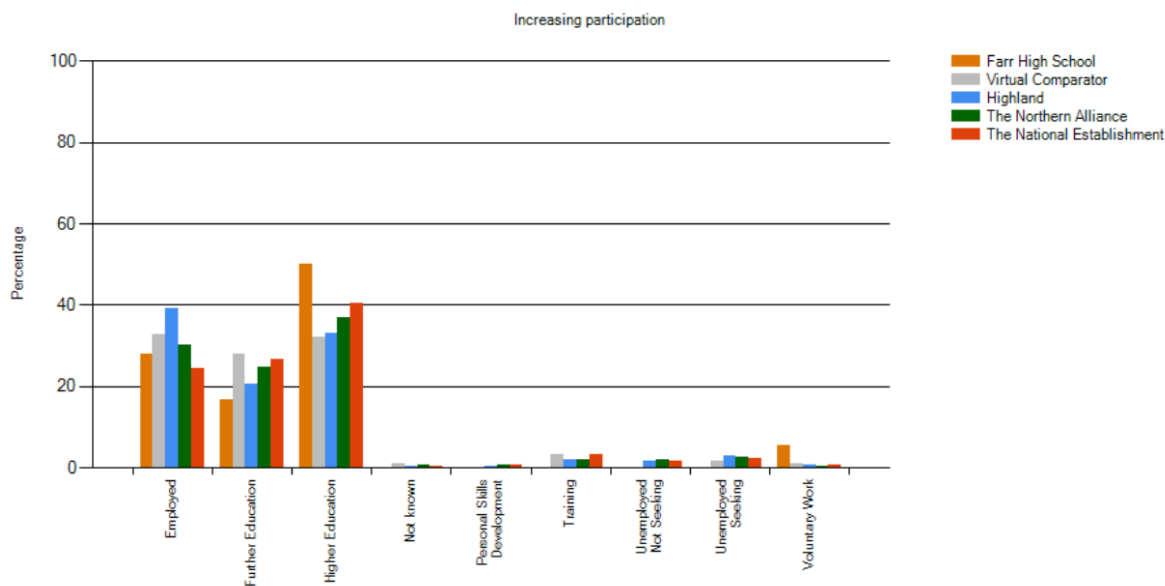
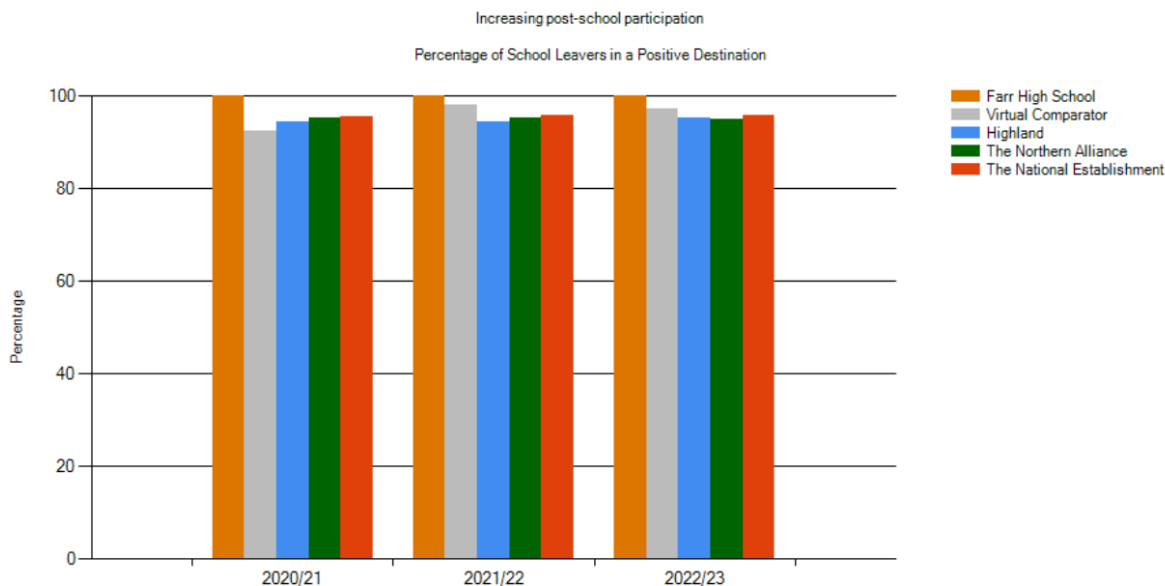
For the past 5 years we have achieved well against the virtual comparator in our percentage of leavers achieving literacy and numeracy at level 4.

It is more variable for level 5 but this year we were above the VC. We have seen recent improvements in level 5 numeracy and last year 89.9% of our leavers left with level numeracy against 80% for the virtual comparator last year.



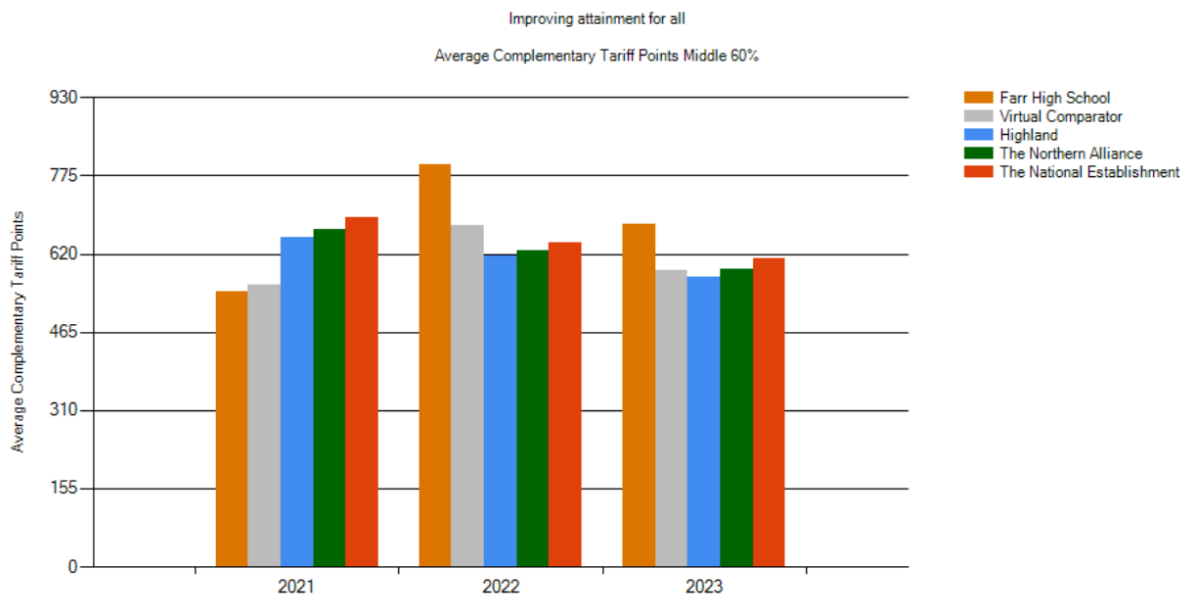
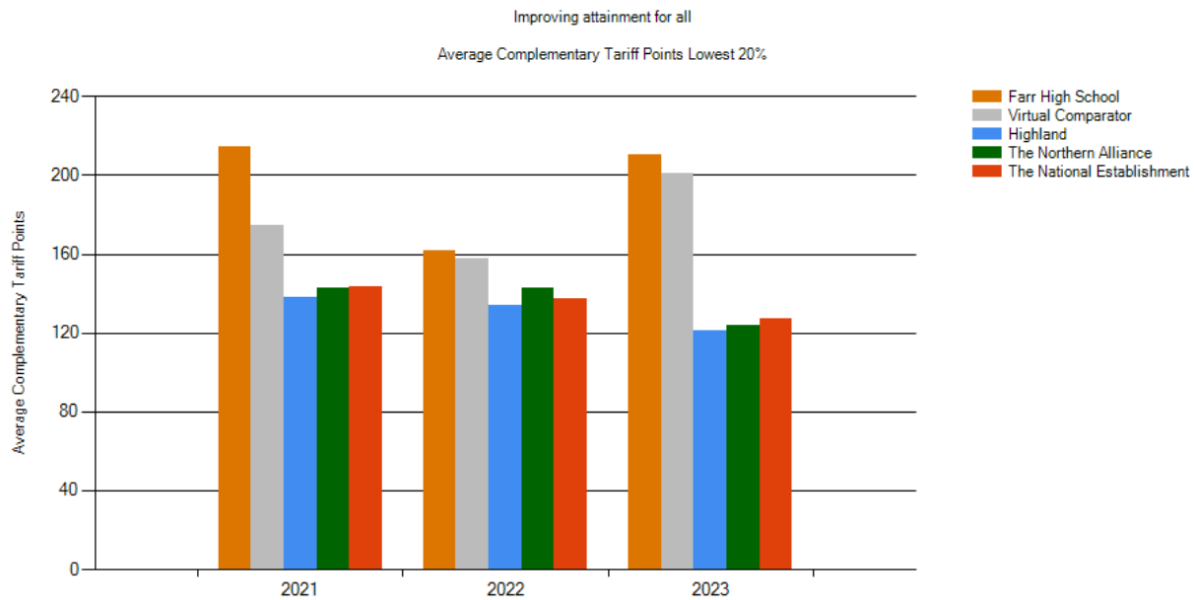
## Destinations of School Leavers

100% of our pupils have achieved a positive destination for the last 3 years which is above the virtual comparator, Highland Council and national results. The number of pupils progressing to higher education is higher than the virtual comparator, Highland Council and national results.



## Cohorts

Our lowest 20% and middle 60% of achievers continue to outperform the virtual comparator, Highland Council and national results. We have seen a significant improvement for our top 20% of achievers in recent years but we are still slightly below virtual comparator, Highland Council and national results (1167 points compared to 1253 for virtual comparator).



# School vision, values and aims

## Lèirsinn, luachan agus amasan na sgoile



**NURTURE**  
àrach

**CHALLENGE**  
dùbhlan

**RESPECT**  
urram

Our vision is to offer a unique and inclusive learning environment where all are supported to become resilient, creative and ambitious.

FARR HIGH SCHOOL - AT THE HEART OF OUR COMMUNITIES

### THE AIMS OF FARR HIGH SCHOOL

1. To ensure that the opportunities available at Farr High School are, both socially and academically, of as high a standard as possible.
2. To ensure that pupils have challenging courses, incorporating specific strategies for raising attainment, through which they may reach their full potential and achieve independence as learners.
3. To incorporate and promote the principles behind the Curriculum for Excellence in line with Authority and Government expectations.
4. To make the best use of new technologies as they become available, including Google Classroom and chromebooks, to widen the opportunities available to our pupils
5. To provide well prepared, appropriately assessed and regularly reviewed courses at all levels in the curriculum.
6. To maintain the highest standard of pastoral care for our pupils and to take full account of their needs through Support for Learning.
7. To ensure that the related principles of equal opportunities, including Racial Equality, together with the overarching concept of inclusion continue to operate and develop across all the school's activities.
8. To ensure that achievement, as much as attainment, is valued and celebrated in our school
9. To build on our existing good links with the community to help develop a sense of citizenship and belonging in all pupils.

# Review of progress of improvement plan projects for session 2023/24

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

These projects are linked to the priorities for Scottish Education based on the National Improvement Framework aimed to deliver excellence and equity. Parent/Carer information is available [here](#).

School Improvement Plan Priority 1 <b>EMPOWERING FAMILIES TO BE INVOLVED IN THEIR CHILDREN'S LEARNING</b>	
Summary of impact	Next steps
<ul style="list-style-type: none"> <li>✓ Single sheet overviews for each subject at BGE and Senior phase have been shared, allowing parents to have a simple breakdown of what is involved in each course which provides information that can be used to support learning at home. These are now available on our website which makes them easily accessible for all.</li> <li>✓ Parental sessions provided information on issues parents had identified as wanting more information on – eg assessment, mental health and wellbeing. Evaluations showed this improved understanding and helped parents feel more confident in supporting their children.</li> <li>✓ New website produced and shared with all. This allows all information to be accessible on one site and to be updated on a daily basis meaning there is now current information available eg on assessments and school trips, along with a great deal of other information.</li> <li>✓ We have made very good progress in this area and believe these measures have significantly improved communication and availability of information for all members of our school community which will have a positive impact on attainment. In particular our website is now a key tool in our journey towards working together to promote excellence.</li> </ul>	<ul style="list-style-type: none"> <li>• Review and further populate our website based on pupil and parental feedback.</li> <li>• Continue to develop further subject overviews as we offer more qualifications</li> </ul>

School Improvement Plan Priority 2 <b>UNDERSTANDING &amp; IMPROVING ASSESSMENT &amp; MODERATION STRATEGIES WITHIN BGE TO RAISE ATTAINMENT, PARTICULARLY WITHIN LITERACY &amp; NUMERACY</b>	
Summary of impact	Next steps
<ul style="list-style-type: none"> <li>✓ Staff are more aware of the different aspects of the moderation cycle and have shared information and good practice with each other, which will help ensure consistency of application of the Es and Os and benchmarks.</li> <li>✓ Meeting with colleagues from Kinlochbervie and Dornoch was a very valuable experience, giving subject specific moderation opportunities; through this departments have made new links with colleagues and are now sharing resources and working closely together on moderation activities.</li> <li>✓ Our ACEL data is now informed by all teachers, meaning our judgements are more informed and more robust.</li> <li>✓ We have not had time to moderate across sectors with primary colleagues, meaning this priority will not be met this session.</li> <li>✓ There have not been authority moderation events this session to attend</li> <li>✓ We believe our staff are better placed to make moderation judgements following these activities, ensuring appropriate and consistent assessment of pupils. This will contribute towards improved attainment for our pupils.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Consider whether to reschedule primary-secondary moderation activities</li> <li>✓ Identify authority moderation activities and facilitate staff to take part</li> </ul>



School Improvement Plan Priority 3 ENSURE APPROPRIATE DIFFERENTIATION IS IN PLACE TO SUPPORT EFFECTIVE LEARNING, TEACHING & ASSESSMENT FOR ALL	
Summary of impact	Next steps
<ul style="list-style-type: none"> <li>✓ Through professional reading and dialogue, staff have had time to consider effective differentiation. Many teachers already differentiate very effectively while others are using what they have learnt to start to review their practice. The differentiation training was not felt to be useful.</li> <li>✓ We revised the methodology used to review differentiation and found jotter sampling allowed us a good understanding of how effectively this is being done across the school. We are now able to target support and to share good practice.</li> <li>✓ Through sharing information from primary 7 teachers, staff are able to allocate time to prepare lessons and resources appropriate to the needs of our new pupils</li> <li>✓ We believe we have made good progress within this priority and that it will contribute towards improved attainment and development of skills.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Consider whether to reschedule primary-secondary moderation activities</li> <li>✓ Identify authority moderation activities and facilitate staff to take part</li> </ul>

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

- ✓ Our PEF money was spent this year on providing a homework / nurture club for pupils and in providing transport for them home afterwards. All pupils attending the club feel it has helped them to complete their homework and catch up with school work in a supportive and effective way. Part of the reason they identify for this is the availability of support from the PSA which is available, and the provision of resources.
- ✓ Anecdotal feedback from staff is that it has benefited the pupils identified as they have seen an improvement in the standard of the homework done by the identified pupils.
- ✓ HW logs are few for those attending the club and reduced from the previous year, though there are still some logs

## Wider achievements

### Coileanaidhean nas fharsainghe

Our pupils and our staff have had many achievements this year outwith their curricular progress. For example:

- ✓ One of our pupils has been selected to surf for Scotland and attended surfing competitions around the world. She is current Scottish Junior surfing champion
- ✓ A number of our pupils have raised significant amounts for charity through taking part in events such as sponsored walks
- ✓ A number of our pupil volunteer in activities outside of school, e.g. The Kyle Centre, Reay All Stars
- ✓ Our Young Enterprise team won overall best team journey in Scotland.
- ✓ A pupil won the Thurso Squash tournament
- ✓ A pupil was selected to take part in the Weir-Wise Girls into Engineering programme
- ✓ One of our pupils came first place in a group gymnastics competition in Edinburgh
- ✓ A pupil took home a trophy for Junior Turn Out at a pony club competition
- ✓ Some of our pupils' artwork is now permanently on display at Strathnaver Museum
- ✓ A number of our children have passed their driving tests
- ✓ Two pupils were selected from many applicants to attend a weekend at St Andrews University
- ✓ Strathclyde University selected one of our pupils as an Engineering Scholar this year

- ✓ School Rock band played at local functions throughout the year
- ✓ S1 pupils won regional STEM competition
- ✓ A number of our pupils play for football teams outwith the school eg ICT FC and Halkirk
- ✓ A number of our pupils compete in local Music competitions e.g. gaining success at the local Mod and instrumental categories at Caithness Music competition
- ✓ S3 pupils took part in the YPI

## Comments from learners, families, stakeholders and staff

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

- Farr offers a warm and welcoming environment to everyone, the school oozes happiness
- The pupils are polite, well mannered and have respect for their peers and adults.
- Communication between professionals is very efficient
- Referrals received are appropriate and show a caring nature to the needs of the pupils and their families
- The team are always made welcome when visiting the school by all the staff and pupils
- A fantastic school who are committed to seeing their pupils achieve and be successful. Always willing to help and go the extra mile for partners too.
- Friendly, welcoming, inclusive, happy, consistent, fair, child centred, go above and beyond for young people, sensitive to individual's needs, very much intertwined with local communities, kind, caring, fun, provides opportunities and experiences to suit all
- Coming to Farr is like receiving a warm hug and knowing everything will be ok

## 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 progress as follows:

	2023-2024
QI 1.3 Leadership of change	Very good
QI 2.3 Learning, Teaching and Assessment	Very good
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Very good
QI 3.2 Raising attainment and Achievement	Good
Other QIs reviewed	Good

**Our overall evaluation of our capacity for continuous improvement is:**

**We are confident in our capacity for continuous improvement.**

However ongoing recruitment and staffing issues can have a significant impact on school improvement

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

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Improvement Priority Title
1. Identify opportunities for accreditation of attainment & wider achievement
2. Develop a whole-school approach to numeracy across the BGE
3. Develop a whole-school skills framework across all stages

## 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 on our website <https://sites.google.com/farrhigh.org.uk/farr-high-school/home> or by contacting the school office.

# Appendix 1: Local and National Context

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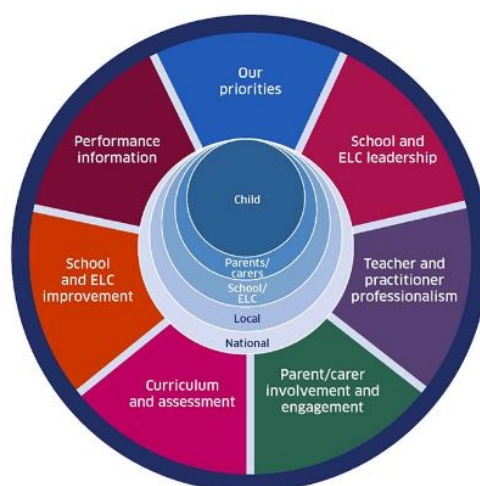
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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



### Accuracy?

#### 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%

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

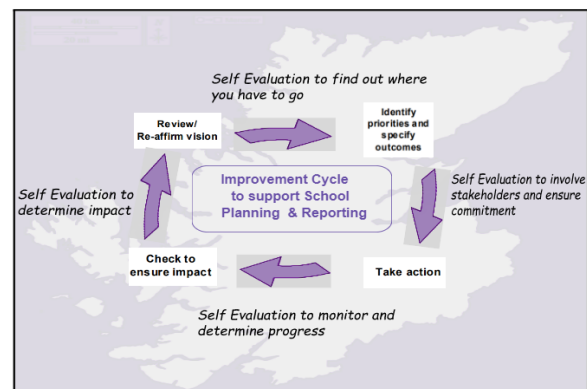
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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.

Katherine Van Voornveld  
Head Teacher  
Farr High School – North Coast Campus

**Self-evaluation summary for school improvement - Core QIs**

**QI 1.3 Leadership of change**

<p>How well are you doing? What's working well for your learners?</p>	<p>How do you know? What evidence do you have of positive impact on learners?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
<p><b>Theme 1: Develop a shared vision, values and aims</b> We take a collaborative approach towards improvement and have a shared Vision across our school. Our staff and our pupils are making good progress in making our Vision a sustainable reality.</p> <p>Almost all of our children treat each other and staff and visitors to our school in a respectful manner. We provide a nurturing environment where our children tell us they feel safe and valued. We are making progress in ensuring our children are challenged.</p> <p>We have a good understanding of the issues faced by our children and their families and work hard to help them address these.</p>	<p>Our Vision was developed in 2022 in collaboration with our school community. It is becoming a reference point used during lessons and increasingly underpins our daily practice. As such it is helping to shape the ethos of our school as a nurturing, challenging and respectful learning community.</p> <p>We see this ethos during learning walks and it is regularly commented on by visitors to our school. It is evident in the low number of pupil incidents including instances of bullying.</p> <p>Our pupils have championed our nurturing approach, leading whole-school assemblies, producing support ps and seeking opportunities to work with Mikeysline charity.</p> <p>Our most recent review questionnaires tell us that almost all of our young people feel safe at school and that all of our parents believe their children like coming to our school and are treated fairly and with respect.</p> <p>We are able to tailor support to meet the needs of our young people and their families, for example through working with the Kyle of Sutherland Trust to identify families requiring support throughout the year in terms of food vouchers and for Christmas eve boxes.</p>	<p>Continue embedding our Vision and ensure it underpins all that we do.</p> <p>More actively involve our wider school community in the process of bringing our Vision to life &amp; engage parents in this process.</p>	<p>Very good</p>

<p><b>Theme 2: Strategic Planning for continuous improvement</b> SMT support teachers effectively and work closely with staff to improve learning and outcomes for our young people.</p> <p>Activities leading to change are planned and managed through our QI calendar.</p> <p>SMT protect staff time to ensure there is capacity for self-evaluation and improvement activities.</p>	<p>Through the review of attainment information, learning visits and the PRD cycle, SMT are able to support staff to identify priorities for improvement. This positively impacts on L&amp;T – for example, supporting a teacher to develop and expand their questioning style.</p> <p>We regularly identify aspects of good practice which staff are encouraged to share with others. For example, recently teachers talked about the benefits of IDL and initiated a whole-school project</p>	<p>Continue to review our SIP priorities given our current staffing challenges to ensure they are realistic and achievable.</p>	
<p><b>Theme 3: Implementing improvement and change</b> Our teachers are committed to continuous improvement and are open to change. They sometimes take a creative approach and usually have a solution-focused mindset.</p> <p>Teachers play a key role in deciding what our improvement priorities are going to be. They are confident to initiate change within their own subjects and to take on leadership roles within whole-school priorities.</p> <p>Our young people are encouraged to engage in the school improvement process and have opportunities to shape our direction of travel as a school. We listen to their input and use this to inform our practice. <b>Our monitoring and tracking systems are effective and allow us to review the progress of learning.</b></p>	<p>All of our teachers are members of working groups which are directly linked to improvement priorities. There has been a range of impacts from these – for example, the identification of ways our families would like to be supported in helping their children to learn and subsequent linked learning activities, increased community engagement at school events, etc.</p> <p>Members of staff have taken on leadership roles which have had very positive impacts for our learners. For example, one teacher has taken on the responsibility of coordinating our 16+ provision. This has had a direct impact on the quality of pupil personal statements and the coordination of support from SDS and other agencies. Almost all of our children have achieved positive destinations for the past 5 Years.</p>	<p>Ensure pupil &amp; parents continue to be active partners in moving our improvement priorities forwards.</p> <p>Ensure all parents are able to participate in school events eg by providing online options / copies of handouts etc</p> <p>Calendar senior pupil meetings and wherever possible, protect the time for these.</p> <p>Consider pupils being involved in learning visits.</p> <p>Staff training regarding what constitutes high quality in each feature of expected lesson.</p>	



	<p>Our Pupil Council is a body for change within the school. For example, after feedback from pupils about wanting support with mental health, they designed and delivered an assembly on mental health &amp; wellbeing and where to find help and support. Senior pupil meetings are a valuable way for SMT to consult and hear pupil voice, including feedback on L&amp;T. Last year our pupils helped create our L&amp;T Framework and led staff-training on what they believe makes a good lesson and a good learning environment. The Framework increasingly underpins L&amp;T across the school.</p> <p>We are well supported by our families who respond to questionnaires, give us feedback and attend school events such as Parents' Evenings and Options meetings.</p> <p>All departments have monitoring and tracking systems in place.</p>		
<b>QI 2.3 Learning, teaching and assessment</b>			
<p><b>How well are you doing?</b> What's working well for your learners?</p>	<p><b>How do you know? What evidence do you have of positive impact on learners?</b></p>	<p><b>What are you going to do now?</b> What are your improvement priorities in this area?</p>	<p><b>How would you evaluate this QI using the HGIOS 4 six-point scale?</b></p>
<p><b>Theme 1: Learning and engagement</b> Positive relationships are at the heart of our school &amp; underpin learning &amp; teaching and all aspects of school life.</p> <p>Most of our children are motivated and engaged in their learning and able to exercise choice in some of their learning activities.</p>	<p>Pupils and staff work in an atmosphere of trust and respect which is usually purposeful and supportive. We have few incidents of poor behaviour choices and pupils are willing to follow instructions and work with their teachers and their peers in an appropriate manner. Our pupils are caring of each other and of our staff which creates a positive atmosphere within our school.</p>	<p>Review how effectively our children are being challenged.</p> <p>Collect &amp; analyse data about the number of pupils who drop subjects over the course of the year</p>	<p>Very good</p>

<p>Our learners are successful, confident and responsible and the majority tell us they feel listened to at school. Many of our young people play an active role both within our school and within our local communities and make very positive contributions to both.</p>	<p>We foster a partnership approach with our parents and keep them informed of their child's progress - for example, through letters about late completion of homework, monitoring and tracking information, praise postcards etc. Parents contact us regularly to keep us informed of issues that may impact on learning or on health and wellbeing and give us helpful feedback.</p> <p>Learning visits, pupil feedback and review questionnaires tell us that the majority of our pupils enjoy learning at school. Almost all feel they are appropriately challenged. Some of our children achieve beyond their targeted levels.</p> <p>Children have opportunities to have choice within and to take a lead in their learning. For example, through co-construction of learning intentions &amp; success criteria in History and Geography, choice of topics to research etc.</p> <p>Senior timetables are flexible; where appropriate, pupils can study off-column. HVA &amp; UHI courses develop responsibility in learning</p> <p>Learner conversations are a key way of encouraging targeted learning within all subjects. These also give pupils an opportunity to share any barriers they are experiencing which our teachers can help them address – for example, being insecure in their understanding of key concepts within</p>		
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	<p>a subject.(evidence of this?) Reports always identify pupil strengths and next steps.</p> <p>All of our children receive merits and/or house points. Almost all go on to attain a positive destination. We celebrate pupil and staff achievements through our social media account and noticeboard in school and in our newsletters. A number of our children are very active within their communities – for example through volunteering, taking part in Feis, sitting on Community Councils etc.</p>		
<p><b>Theme 2: Quality of teaching</b> The majority of lessons are engaging for the majority of our pupils.</p> <p>Our teachers use a range of strategies and teaching methods, including the use of digital technology and cooperative learning approaches, which enhance learning.</p> <p>We have effective methods of communication which allow us to identify issues quickly and put into place appropriate interventions to support learning.</p>	<p>Learning visits and feedback from pupils through questionnaires tell us that most of our pupils engage well with their learning.</p> <p>Our pupils are invested in ensuring they receive a quality L&amp;T experience. Last year they helped produce the L&amp;T Framework which is the basis for ensuring that pupils are engaged &amp; motivated through different teaching styles and activities, including effective use of digital technologies.</p> <p>Learners benefit from an increased range of subjects because of dual qualified teachers &amp; partner provision. We use our local environment to support learning.</p>	<p>Ongoing work is needed to explore the features of high quality feedback &amp; to implement this across the school.</p> <p>Further explore our use of work sampling to inform our understanding and prioritise next steps.</p> <p>Consider how we use higher order thinking skills within our L&amp;T</p>	
<p><b>Theme 3: Effective use of assessment</b> Formative and summative assessment is used to inform learning &amp; teaching in all subject areas. Our teachers are confident in identifying next steps for pupils and to support them in progressing their learning.</p>	<p>From learning visits, jotter monitoring and dialogue with staff, we know that a range of assessment approaches are used to allow learners to show knowledge and skills and to identify learning.</p>	<p>Identify authority moderation activities.</p> <p>Maximise the opportunities our 3-18 model gives for moderation across the Campus, for example, through developing a Campus-wide skills framework</p>	

<p>All teachers take part in moderation activities to ensure assessment evidence and judgements are appropriate and informed. We are good at supporting our staff to form links with subject specialists in other schools to help with this</p>	<p>Through moderation with colleagues, we strive to ensure consistency of standards; staff are supported to attend authority and national moderation activities as available &amp; are supported to be SQA markers including our History, Geography and Chemistry teachers.</p> <p>We have moderated literacy outcomes with primary colleagues, allowing us to gain a better understanding of expectations across sectors. Secondary teachers have spent time in our Campus primaries and primary colleagues have observed secondary classes. This has helped us to understand our pupils better and to ensure our expectations are appropriate and informed.</p> <p>Work selected for verification by the SQA, most recently for History, English, Chemistry, Gaelic &amp; Music, has been accepted as being of the appropriate standard. Feedback has been positive – eg our History verification report from last year identified “thorough, detailed and highly effective practice”.</p> <p>Assessment and progress information is shared regularly with learners and at key times with parents to help ensure we are all working together towards achieving the best outcomes for our learners.</p>	<p>Continue to facilitate learning visits between P7 &amp; secondary teachers to ensure we are building on prior learning and have a common approach to feedback</p>	
<p><b>Theme 4: Planning, Tracking and Monitoring</b> Teachers are aware of pupil needs and plan accordingly. We have strong links to our primary schools and collaborate with primary colleagues to promote progression and consistency of expectation and to ensure knowledge about pupils is shared.</p>	<p>Primary 7 teachers visit the high school during the May/June inservice to spend time with secondary teachers at a “speed dating” style event. This allows information to be shared about the “whole child”. In addition, data shared by the primary schools, along</p>	<p>Continue to develop opportunities for secondary and primary colleagues to work together to review our teaching &amp; assessment of literacy and numeracy. Consider whether this can be expanded.</p>	

<p>Our monitoring and tracking systems are manageable and effective in allowing us to evaluate learners' progress &amp; to review learning over time.</p> <p>We know our children well and are good at identifying issues which may affect learning and putting into place early interventions to provide support</p>	<p>with literacy, numeracy &amp; science RAG sheets completed by P7 teachers, allow us to have prior knowledge of pupil strengths and areas requiring development. This is supported through our continued use of the same jotters in English and Maths.</p> <p>Monitoring and tracking allow us to ensure our pupils are being presented for work at the appropriate level. For example, in S3 maths pupils are following different courses according to their level of learning, to best meet their needs.</p> <p>Pupil issues are shared &amp; discussed at the start of every staff meeting and in weekly SMT Pupil Support meetings, facilitating early intervention where there are issues &amp; giving an opportunity for staff to compare &amp; share support strategies.</p>	<p>Develop the use of our ROA tracking data to identify next steps and priorities in learning and therefore to have impact on L&amp;T and attainment.</p>	
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**QI 3.1 Ensuring wellbeing, equality and inclusion**

<p>How well are you doing? What's working well for your learners?</p>	<p>How do you know? What evidence do you have of positive impact on learners?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
<p><b>Theme 1: Wellbeing</b> Pupil wellbeing underpins all that we do. All staff in our school are committed to doing the best we possibly can for our young people and their families.</p> <p>Relationships across the school are very positive. We know our children well and are able to support them in a sensitive and appropriate manner. We also support our staff both professionally and personally, to the best of our ability.</p>	<p>We know our pupils well and ensure information is shared appropriately and sensitively with staff – for example, through our Guidance &amp; ASN booklet and via the standing item of Pupil Issues at all staff meetings. This allows staff to be aware of issues which might impact on a child's wellbeing and/or learning and therefore be better able to support them. Our review questionnaire tells us that our children feel well supported and encouraged to do the best they can.</p>	<p>Working in partnership with our YDO, facilitate training from Mikeysline and other agencies to equip our young people with the skills to support themselves and each other.</p>	<p>Very good</p>

<p>Almost all of our children tell us they feel safe and respected at school and that they are encouraged to do the best that they can.</p> <p>Children are consulted on issues which affect them and are encouraged to be active participants in Child Plan meetings</p>	<p>All pupils have an adult they know they can go to as needed &amp; a number regularly check in with a member of staff. They are active in coming forward to seek help, both for themselves and their peers.</p> <p>Where appropriate, pupils are given nurture time or timetabled support time with a trusted adult.</p> <p>We use the Wellbeing Indicators as a core tool in supporting our children’s wellbeing. This allows us to identify pupils with issues who have not come to our attention otherwise, and to put appropriate supports into place.</p> <p>Working with a range of partners allows our children to have access to external support services. We consult with CAMHS and seek advice and input from other agencies as and when required. Families come to us when there are issues they need help with.</p> <p>We provide individualised support – whether this be academically, socially &amp; emotionally, or in other ways. From previous questionnaires, we know that our young people feel safe and that they value the positive relationships within our school. Our staff also feel valued &amp; respected. This all supports the nurturing ethos of our school.</p> <p>Mental health and wellbeing are prioritised in our school. We are offering the level 5 award in Mental Health &amp; Wellbeing for the first time this year. Our children have taken a</p>		
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	lead role in this, developing leaflets, leading assemblies and providing support for their peers. Counselling is available to any pupil who requests it and we also benefit from a weekly visit by our Child Service Worker who supports a number of pupils.		
<p><b>Theme 2: Fulfilment of statutory duties</b> We comply with our statutory duties to ensure we are meeting the needs of our young people.</p>	All our staff take part in the annual and tri-annual cycle of Child Protection training. Members of the SMT undertake further Child Protection training. We work closely with other agencies to ensure we are improving outcomes for our young people.	Continue to keep abreast of our obligations and ensure we meet these.	
<p><b>Theme 3: Inclusion and equality</b> We are good at ensuring all members of our school community are included and valued.</p> <p>We are good at encouraging our young people to identify and challenge discrimination and to celebrate difference. They have a strong sense of right and wrong and are prepared to stand up for this.</p> <p>We are able to tailor the educational experience of our young people to fit their needs and preferences &amp; involve our families within this process.</p> <p>We are very good at giving our young people the opportunity to be involved in decisions which affect them.</p>	<p>Where there are barriers to a child being included in any aspect of school life we will identify ways to remove or overcome these. For example, through providing PSA support in the classroom, providing free transport to or from an event or by providing financial assistance.</p> <p>We teach our children about rights and responsibilities &amp; the importance of diversity, equality and inclusion. For example, this can be seen in our PSE curriculum, in our partnership work with Dounreay Mental, Health, Wellbeing &amp; Diversity Group and in our recently reviewed Equality, Diversity &amp; Inclusion policy.</p> <p>Our children are able to follow a curriculum in the senior phase which allows them to gain the qualifications and experiences they need to be successful after school, as evidenced by our positive destinations. For example, through work experience placements in our ELCs, studying at</p>	Explore how we can become a Rights Respecting School.	

	<p>alternative times with one of our partners, or through providing bespoke learning opportunities such as gardening.</p> <p>Children are invited to any meeting which is about them. Prior to Child Plans, children are supported to contribute towards the review of their strengths and pressures. At the meeting they are encouraged to share their opinions on identified actions</p>		
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### QI 3.2 Raising attainment and achievement

How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<p><b>Theme 1: Attainment in Literacy and Numeracy</b> We are effective at supporting our learners to make progress in literacy and numeracy and provide individualised programmes where appropriate.</p> <p>Almost all of our learners achieve a literacy and a numeracy qualification by the time they leave school.</p>	<p>We track literacy and numeracy throughout the BGE and can evidence progression for almost all of our pupils.</p> <p>In the past 5 years only one leaver has not achieved at least a level 4 literacy and numeracy qualification. In 2023 all of our S6 leavers except one left school with at least level 5 literacy and numeracy.</p> <p>In 2023 the following results were greater than the VC:</p> <p>S4: level 4 literacy &amp; numeracy S5: levels 4&amp;5 literacy &amp; levels 4&amp;5 numeracy S6: level 4 literacy &amp; levels 4&amp;5 Numeracy</p> <p>Level 6 literacy has been greater than the VC for 4 of the past 5 years.</p>	<p>Continue to support pupils at risk of not achieving a literacy and/or numeracy qualification eg because of non-attendance.</p>	<p>Good</p>



	<p>Our lowest attaining pupils make good progress within literacy &amp; numeracy.</p> <p>A few of our pupils achieve beyond their predicted levels in literacy and numeracy.</p>		
<p><b>Theme 2: Attainment over time</b> Almost all of our learners make progress over time in literacy and numeracy.</p> <p>Our staff are confident in making assessment judgements and in supporting our children to progress in their learning.</p> <p>Our monitoring and tracking systems are robust and support pupil progress.</p> <p>We work closely with pupils and their families to support them effectively through key transition points, namely when they are making options choices and when they are deciding on their 16+ route.</p>	<p>Attainment is judged on an individual basis because of our numbers and measures are put in place to support the progress of each pupil.</p> <p>Monitoring and tracking data along with reports evidence pupil progress within all curriculum areas for the BGE and with subject areas for the Senior Phase.</p> <p>Our pupil numbers make statistical comparison very difficult. However, over the last 3 years, attainment has been good compared to Highland &amp; National statistics at N5 in Chemistry, English, French, Geography, Music, PE and Woodwork and at H in English and Geography.</p> <p>Our last 4 years results show that the number of S4 pupils achieving one level 5 and 5 level 5s is above national levels. In 2023 our S4 were above the VC for all the key attainment indicators.</p> <p>1@5 5/5 yrs greater than VC 3@5 5/5 yrs greater than VC 5@5 3/5 yrs greater than VC</p>	<p>Continue to identify wider opportunities for accreditation</p> <p>Continue to explore the reasons why our pupils are not achieving more level 6 qualifications and identify ways for them to achieve these in qualifications they need through our partnerships.</p>	

Over the past 3 years our S5 pupils have been in line with the VC for achieving 1 level 6 qualification but below national for 3 and 5 at level 6. This is partly because our pupils prioritise vocational and other qualifications eg Construction & Engineering, YASS.

S5 1@6 2/5 greater than or in line with VC

S5 3@6 2/5 yrs greater than VC

S5 5@6 1/5 yrs greater than VC

S5 1@7 3/5 years greater than or in line with VC

For the past two years our S6 pupils, are above or broadly in line with the VC for 3 at level 6. For 1 at level 6, 5 at 6 and for 1 at level 7 we are above the VC.

S6 1@6 3/5 yrs >VC

3@6 3/5 > or in line with VC

5@6 2/5 yrs >VC

1@7 4/5 yrs >VC

Our S5 and S6 pupils perform positively against the VC in all measures, apart from the number of pupils achieving Highers in S5.

Data shows that there is limited change of levels for SQA qualifications in the senior phase, showing we are secure in our judgement for pupils being presented at the appropriate level.

Learner pathways are flexible and reactive to ensure pupils are able to achieve success. This is supported by having a senior phase. Senior pupils are able to sit qualifications that are matched to their interests and at a

	<p>level appropriate to them – for example, attending day-release college courses from S4 onwards.</p> <p>Pupil choice underpins the way we organise our option columns, allowing as many pupils as possible to get their first choices. Pupils are encouraged to consider their long-term plans &amp; to consider teacher advice when making options. All pupils and parents are offered a meeting with members of SMT to discuss this before decisions are made.</p> <p>Our PSE programme and our strong links with SDS ensure pupils are well prepared for making applications for further or higher education, or for applying for apprenticeships and other jobs. Our pupils are well-supported at this time of transition.</p>		
<p><b>Theme 3: Overall quality of learners’ achievement</b> Our young people are well supported to become responsible individuals with skills and qualities which stand them in good stead both for their time in school and for life after.</p> <p>We effectively support our young people to become confident, responsible and conscientious global citizens. They gain skills for learning, life and work at school and leave us as young adults equipped for life after school.</p> <p>We value the achievements of our young people and encourage them to share and celebrate these both within school and with our wider communities.</p>	<p>Teachers increasingly refer to transferable skills and the world of work as part of their learning and teaching.</p> <p>For the last four years, all of our pupils bar one have achieved a positive destination. 83% of S6 leavers in 2022 went on to higher education, which is higher than the VC. In 2023, 78% went on to higher education.</p> <p><i>All of our pupils have the opportunity to achieve beyond the curriculum. Opportunities include level 6 Young Stem Leaders, Duke of Edinburgh Award at Bronze level, Sports Leaders and Young Leaders./ sports leaders / highlife/ DOE</i></p>	<p>Consider the success of the YPI initiative and explore how we can build on this.</p> <p>Review how we teach transferable skills and develop a framework for use across the school</p>	

	Our young people have been praised for representing themselves and our school in a confident and responsible manner. For example, through leading assemblies, sharing ideas at staff meetings and sitting on Community Councils, etc.		
<p><b>Theme 4: Equity for all learners</b></p> <p>We are good at supporting our learners to progress in their learning and to achieve success.</p> <p>We have a significant number of pupils who come to our school from out of catchment and we work hard to help them overcome the issues which led to them joining us at Farr, to develop as young people and to achieve success in their learning.</p> <p>Although we do not have any pupils in SIMD 1&amp;2, we know our families well and are able to support them where financial hardship may be a barrier to participation and learning.</p>	<p>Almost all of our young people make progress in their learning and go on to achieve a positive destination.</p> <p>In 2023 our S4 ASN pupils achieved on a par and sometimes beyond our non ASN pupils in key attainment indicators. Our S5&amp;6 ASN pupils achieved better than non ASN pupils in the key attainment indicators.</p> <p>Feedback from parents of children who have transferred to our school is incredibly positive. All tell us they value the roll Farr plays in supporting their children and helping them to grow, develop and succeed.</p> <p>We support our families through working with partners to provide food vouchers, by covering the cost of trips and by providing resources and uniform, as required.</p>	Continue to identify new opportunities for our pupils to develop their learning and skills, including for those pupils with additional support needs.	
<b>QI 2.2 Curriculum: theme 3 Learning pathways</b>			
<p><b>How well are you doing?</b></p> <p><b>What's working well for your learners?</b></p>	<p><b>How do you know? What evidence do you have of positive impact on learners</b></p>	<p><b>What are you going to do now?</b></p> <p><b>What are your improvement priorities in this area?</b></p>	<p><b>How would you evaluate this QI using the HGIOS 4 six-point scale?</b></p>
Our curriculum builds on prior learning and offers a range of experiences and opportunities for our young people to develop skills and attain qualifications. We are good at identifying and offering pathways which allow our children to make appropriate progression.	We identify ways for our pupils to study the subjects they need and which interest them, working closely with different partners to do this. We also seek out additional opportunities eg Space School, Virtual Engineers, work placements, helping our	<p>Identify further accreditation opportunities</p> <p>Review our skills based approach and develop a framework that can be used within our school and potentially across the Campus.</p>	Good

<p>All our staff include challenge and enjoyment within their learning and teaching.</p> <p>All staff take responsibility for developing literacy, numeracy and health and wellbeing skills. They support our pupils well in the development of their digital literacy across the curriculum.</p> <p>We increasingly relate learning to the world of work and work in close partnership with SDS, local businesses and the Caithness Chamber of Commerce to effectively give our children an understanding of the world of work and of the opportunities which are available to them.</p>	<p>pupils to expand their experiences and encouraging them to be ambitious.</p> <p>Through supporting many of our teachers to become dual qualified, we are also able to broaden our provision.</p> <p>Staff track achievement of ROA outcomes and are able to see how these are covered across the school.</p> <p>At our DYW taster afternoon various local sectors came to work with pupils and to share the potential career pathways available within the predominant sectors in our area. Mock interviews are very well supported by local businesses and provide valuable experience and feedback for our young people.</p>	<p>Develop the use of our ROA tracking data to identify next steps and priorities in learning and therefore to have impact on L&amp;T and attainment.</p>	
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**QI 2.7 Partnerships: theme 3 Impact on learners (parental engagement only)**

<p><b>How well</b> are you doing? What's working well for your learners?</p>	<p><b>How</b> do you know? What evidence do you have of positive <b>impact</b> on learners?</p>	<p>What are you going to do now? What are your <b>improvement priorities</b> in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 <b>six-point scale</b>?</p>
<p>We work closely with our parents and generally have very positive relationships with them. As a school we feel well supported by our parent forum in our efforts to achieve the best we can for our young people. We believe we work well together.</p>	<p>Parents give us feedback and contribute suggestions to school initiatives – for example our school Vision and L&amp;T Framework.</p> <p>We have sought feedback from parents on how best to share information. Our parents contact us regularly with requests, suggestions and general information. This allows us to work closely together to support our young people.</p>	<p>Continue to identify ways to engage parents in identifying and <b>progressing</b> school improvement priorities.</p>	<p>Good</p>

	<p>Our communication channels are effective and ensure information is shared effectively and in a timely fashion.</p> <p>School events are well-attended, for example, parents' evenings, parental engagement sessions etc. Parents provide invaluable support at events such as the Christmas dance and Christmas Fayre.</p>		
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