



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024



KINDNESS • INCLUSION • RESPECT

# 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

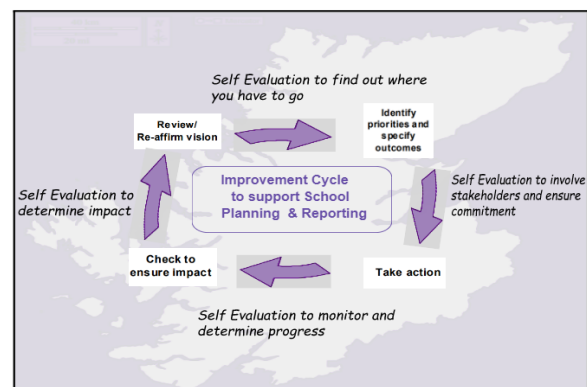
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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.

Katherine Van Voornveld  
Head Teacher  
Farr Primary School

## 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**  
93%

**Average Class Size**  
15

**Meeting PE Target**  
Target Met

**Pupil Numbers (inc nursery)**  
30 (+7 nursery)

**Teacher Numbers**  
2

**Pupil Teacher Ratio**  
15:1

Farr Primary School is located in a rural setting serving the local community of Bettyhill and Borgie on the north coast.

There are 30 children attending the school and 7 children in nursery, ranging from N3 - P7. P1 – 3 and P4 – 7 are taught together in a single multi-stage class and there is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Farr, Tongue and Melvich ELCs and primary schools and for Farr High School, which form the North Coast Campus. The headteacher is supported by a deputy head teacher and a principal teacher. Staff and children from the three primary schools work together on a planned basis.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. The majority of 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:

**Reading**

Good progress

**Writing**

Satisfactory progress

**Listening and talking**

Good progress

**Numeracy**

Good progress

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

## School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



**KINDNESS**

caeimhneas



**INCLUSION**

in-ghabhail



**RESPECT**

spèis

**Our vision is to support & challenge our children to be successful learners, to help them develop as responsible citizens and to work together to build positive memories.**

**Farr Primary School – at the heart of our community**



## Learning and Teaching



### School Environment

- ◇ Our school is a nice place to be. It is:
  - ✓ Welcoming and calm, happy and exciting.
  - ✓ A place where everybody works together & behaves nicely.
- ◇ Our classrooms and outdoor areas are good places to learn. They are:
  - ✓ Safe places where everyone is listened to and respected.
  - ✓ Fun places where everyone is encouraged to try hard and do their best.
- ◇ Everyone's wellbeing is promoted and supported.
- ◇ Success is celebrated & encouraged



- ⇒ Our lessons are planned well and we have good resources to help us learn.
- ⇒ We have Learning Intentions and Success Criteria to help us know how to be successful.
- ⇒ We learn in lots of different ways: interdisciplinary, active and trips. We love to learn in our beautiful local area
- ⇒ We all learn in our own ways and our needs are all met.
- ⇒ We learn with our own class groups, as a whole school and with our ELC
- ⇒ Feedback is always given and we are encouraged to act on the feedback to help us do our best.
- ⇒ Our teachers make our learning fun by: learning through play, active learning and encouraging us to plan

### Staff



- \*Our teachers are fun, interesting and enthusiastic when they teach us new things.
- \* Everyone in our school community have positive relationships with each other.
- \* Communication is clear – everyone knows what is expected of them.
- \* Staff are flexible and willing to adapt and change as needed
- \* Every staff member knows every pupil very well.
- \* Teachers work hard to develop their skills and find new ways of teaching.
- \* Our PSA is supportive and helpful.



- ⇒ We have lots of opportunities to be creative in our learning, both indoor and out.
- ⇒ We have a say in our learning.
- ⇒ Our teachers always listen and we know who we can speak to if we are sad or upset.
- ⇒ Our homework is manageable and we are encouraged to do this with a parent. Our teachers understand that we sometimes can't do our homework.



- Our students are **kind**, they look out for each other & do their best to be all they can be.
- Members of our school community **respect** each other and celebrate difference.
- Everyone is **included** and helped and encouraged to take part in all that we do.

## 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:

## PARENTAL ENGAGEMENT - ELC

### Purpose:

Increased parent/carers involvement within the ELC & empower parents to foster ownership of their children's education from an early age.

### Progress:

#### Content:

- ✓ Parents have had the opportunity to identify activities they would like to take part in within the ELC.
- ✓ The opportunities available through Seesaw were shared with parents.

### Impact:

- ✓ Due to staffing issues we have not yet been able to offer the opportunities we would like to; this is a priority to continue next session.
- ✓ Parents are sharing achievements from home and are better informed about the ICT skills their children are developing. Learning and

achievements are routinely shared with parents through Seesaw.

- ✓ Introduce parental consultations in line with the primary calendar.
- ✓ Share Form 1s with parents as reviewed
- ✓ Due to staffing issues we will continue this priority next session to ensure engagement opportunities are available.
- ✓ A system is in place for parents to be made aware of progress and next steps in a timely fashion and for their voice to be heard in the process.
- ✓ Staff value and embrace the opportunity to engage with parents. Parents who take part on these opportunities value them.

#### Next steps:

- Ensure timetabled parental consultations are available and followed at all times to match the primary schedule.
- Continue to encourage and identify ways for parents to take an active role within our ELC.
- Identify an alternative communication platform from Seesaw.

School Priority:

## UNDERSTANDING & IMPROVING ASSESSMENT AND MODERATION STRATEGIES WITHIN THE BGE - PRIMARY

#### Purpose:

To develop a more consistent approach towards the application of the Benchmarks and develop a shared understanding of what is required for achievement of a level.

#### Progress:

Content:

- ✓ Staff have had training and opportunities for professional dialogue around the moderation cycle.
- ✓ Moderation of numeracy & writing has taken place across the Campus at Early, First and Second levels.
- ✓ Opportunities for engagement between secondary and P7 teachers have facilitated improved information sharing.

#### Impact:

- ✓ Staff are putting into practice the things they have learnt which has improved the quality of lessons.
- ✓ Judgements of writing are more robust and informed. We are making progress with our moderation of numeracy.
- ✓ Information about P7 pupils has been shared with secondary teachers allowing them to prepare lessons which are differentiated accordingly.
- ✓ Jotters are now following P7 pupils as they progress to S1, allowing continuity of expectation.

- ✓ We have made good progress in our understanding of moderating of writing and have identified how we would like to progress our moderation of numeracy.

#### Next steps:

- Ensure moderation pieces are generated from normal day to day classwork and include consideration of the pupils' next steps to inform the next stage in teaching.
- Identify an opportunity for moderation with secondary, and for P7 & secondary teachers to visit each other.
- Continue moderation through CCMs with a particular focus on numeracy.

#### School Priority:

### Excellence and Equity for all – Building community to improve emotional wellbeing and foster learning.

#### Purpose:

To build a positive ethos due to an increased number of behavioural incidents which are impacting on attainment & pupil wellbeing.

#### Progress:

##### Content:

- ✓ Working closely with Collaborative Lead Officer and Educational Psychologist on a planned basis.
- ✓ Regular peer observations using the Attunement Profile
- ✓ Planned Teacher Led Community discussions around professional reading – When Adults Change Everything Changes
- ✓ Led by Ed Psych, staff became familiar with using CIRCLE Primary Resource (Inclusive Learning and Collaborative Working) Circle Inclusive Classroom Scale (CICS)

#### Impact:

- ✓ Staff have become more aware of the impact of their own body language and tone of voice in the classroom on pupils, leading to better engagement of some pupils.
- ✓ Staff have developed their understanding and practice of being attuned to the learners within their classrooms, which has impacted on the positivity of some pupils.
- ✓ Some staff began to see the benefits of making small, measurable changes within their classrooms and practice which led to a more productive learning environment for some pupils.
- ✓ Staff became more aware of the need to get the Physical Environment, the Social Environment and the Structures and Routines right for all pupils, leading to small changes being identified and made within our school. This impacted on some children beginning to be more receptive to learning.



- ✓ Vision, Values and Aims will be reviewed to reflect our school and will be informed by all stakeholders.
- ✓ While we understand that we are still in the early stages of building community to improve emotional wellbeing and foster learning, we have begun to make some progress in this area, which is evidenced by some children beginning to build resilience and therefore coping better when things go wrong. This has positively impacted on the learning of some pupils.
- ✓ Pupils, parents and staff were involved in consultation around the V.V.A and Learning & Teaching Framework.

### Next steps:

- ✓ Continuing on our journey in collaboration with CLO and Ed Psych, we aim to gain a greater depth of knowledge of the CIRCLE Primary Resource, impacting further on pupil emotional wellbeing and learning.
- ✓ Embedding our Teacher Led Community working to enable teachers to further develop professionally around embracing change, enabling more positive pupil experiences as well as promoting teacher H&WB.
- ✓ A change in teaching staff meant that we did not progress V,V,A as far as we anticipated. The decision was taken to postpone sharing the draft until next session to enable new staff to have his voice heard and become familiar with the process so far.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

Playground games to promote positive playtimes for some pupils was unsuccessful due to ongoing reluctance to participate meaningfully by almost all pupils this plan was provided for.

Literacy, Numeracy and Nurture activities supported learning progress and H&WB. Our data shows improvement for some of the children included.

## Wider achievements

### Coileanaidhean nas fharsainghe

- ✓ Some of our children have taken the opportunity to learn strings this year and are currently preparing to showcase their skills during an open session.
- ✓ Some of our pupils have been involved in local litter picking to give a little back to the community.
- ✓ A small number of our pupils have been successful in horse riding, gaining awards.
- ✓ A number of our pupils participate in swimming lessons and/or teen gym in the local leisure centre.
- ✓ All P4-7 pupils have taken up the opportunity to participate in swimming lessons within school times.
- ✓ Our P4-7 football and basket ball teams gained runner up places in a recent campus tournament.
- ✓ A small number of children were successful in a recent campus sports event.
- ✓ A small number of our pupils have enthusiastically taken on board ECO school activities such as recycling, monitoring electricity wastage and water wastage.
- ✓ All P4-7 pupils have trained as Young Leaders and have led numerous PE sessions as a result.

## Comments from learners, families, stakeholders and staff

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

#### Family and Stakeholder Voice

- ✓ I think communication between parents and teachers is improving.
- ✓ New teacher really interacts with the kids and they now enjoy learning with him.
- ✓ I love the positive and child centred approach taken. My child feels safe, seen and heard and it is clear to me that she is treated with respect as well as the parents. Very positive about the changes.
- ✓ Thank you for being so kind and looking after (child), I really appreciate it.

#### Staff Voice

- ✓ Recently Farr Primary has come a long way in terms of pupil positivity and growth mindset.
- ✓ Staff have worked incredibly hard over the last year to recreate Farr Primary, helping pupils to develop their emotional wellbeing and empathy as well as foster a love for learning.
- ✓ The pupils of P1-3 have coped with a lot of changes in staff over the last few months and have taken this in their stride, their resilience shining through.
- ✓ Pupils in our school particularly enjoy practical activities and active learning.

Pupil Voice – our pupils were asked ‘what do you think is going well in Farr Primary?’ Here are some of their responses:

- ✓ Some of the new changes inside and outside.
- ✓ Being more quiet.
- ✓ We are making new achievements.
- ✓ Learning so much sums, spelling and all that stuff.
- ✓ The way learning is working.
- ✓ I like that we get to go outside for breaks. I like to walk around with my friends.
- ✓ I like that we have our own Chromebooks and we are allowed to use them lots.
- ✓ Doing our maths in school is my favourite.
- ✓ We always get to see each other in school and that makes me happy.
- ✓ I like that we have made a shop in our classroom.
- ✓ Mostly everybody in the school is nice.
- ✓ We get to play football and we can watch others play football too.
- ✓ Our new teacher is fun.

## 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
<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

**QI 3.2**

Raising attainment and achievement/Securing children's progress

Good

Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Staffing issues have recently affected our capacity for continuous improvement although we now have a more stable staff.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

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- Numeracy across the curriculum including moderation
- Continuing on our journey to improve emotional wellbeing and foster learning.
- Development of DYW within our ELC.

## 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 on our website <https://farsutherland.wordpress.com/> or by contacting the school office.