

The Highland Council

Caithness and Sutherland Area Committee
19 August 2013

Agenda Item	9b.
Report No	CS/29/13

Farr High School Associated School Group Overview

Report by Director of Education, Culture and Sport Service

Summary

This report provides an update of key information in relation to the schools within the Farr High School Associated School Group (ASG), and provides useful links to further information in relation to these schools.

1.0 ASG PROFILE

The primary schools in this area serve approximately 70 pupils, with the secondary school serving 83 young people.

Farr High School shows a decline over the last 7 years, which is forecast to continue with roll varying between high of 74 and lows of 63.

ASG roll projections can be found at:

www.highland.gov.uk/yourcouncil/highlandfactsandfigures/schoolrollforecasts.htm

There has been a new Head Teacher appointed to Farr High School, following the retirement of Mr J Johnston after 42 years.

1.1 ATTAINMENT AND ACHIEVEMENT

1.1.1 Farr High School

Level 7 = Advanced Higher

Level 6 = Higher

Level 5 = Standard Grade Credit Award

Level 4 - Standard Grade General Award

Level 3 – Standard Grade Foundation Award

Attainment in S4

5+ Level 5

No female students gained 5 credit level passes last session but 50% of male students achieved 5+ L5 awards. A number of pupils [particularly boys] performed better than predicted [i.e. against CAT scores taken in S2] at Standard Grade. 2 out of 3 boys who gained 5+ L5 have now secured a place at college or an apprenticeship and so have been well prepared for life beyond school study.

5+ Level 3 and 4

All S4 pupils achieved 5+ L4 awards [and therefore 5+ Level 3 awards] which is well above authority averages in this measure [although the size of the cohort negates any true comparison]. This matched the attainment levels of previous S4 cohorts.

The school is maintaining high levels of basic literacy and numeracy with all students in S4 achieving general level or above in English and foundation level or above in Maths. S3 pupils were also presented at Standard Grade last session as they joined the S4 cohort for the entire academic session and all S3 students also achieved general level or above in English. They fared less well in maths but a significant number still achieved general level or above.

Attainment in S5

3+ and 5 + Level 6

Attainment in S5 was not as strong as previous cohorts with attainment for session 2011 – 12 being the lowest of the last five years. Whilst only 36% of the cohort achieved 3+ Level 6 staff were satisfied with their achievement given their social and personal circumstances. Only 1 student achieved 5 + Highers.

Several pupils performed better at Higher, Intermediate 1 and Intermediate 2 than predicted from their awards in S4. This was particularly evident in English where all pupils studying Higher achieved grades above predictions. In Art, all students studying at Intermediate 2 achieved at or above predictions also. However, several pupils failed to achieve predictions in various courses in S5 in Mathematics and other subjects.

The school continues to require all S5 and 6 students to study five courses as it is felt that this raises expectations and promotes an ethos of study within the school.

Attainment in S6

1+ Level 7

33% of pupils attained 1+ Advanced Highers in session 2011-12. This represented a slight fall in attainment from previous cohorts. However, this percentage meant that the school performed in the top 10% nationally.

3+ and 5+ Level 6

Pupils in S6 secured better Higher awards than previous S6 cohorts with 56% of the cohort having achieved 3+ Highers and 17% achieving 5+ Highers by the time they left school. Girls did particularly well with all gaining 3+ Highers. Again, all pupils sitting Higher English by S6 achieved better grades than predicted, underlining excellent results for the English department.

Whole school issues - strengths

As stated previously, pupils studying English performed well in all measures with a significant number performing better than predictions. In particular, at Higher, 60% pupils achieved grades A / B.

The Technology, Modern Languages, Gaelic, Chemistry and Geography departments performed well over a variety of measures when compared with other departments in the school as well as comparator schools. In particular, special mention should be made of the Modern Languages results given that learning was led by a non-specialist last session

[due to supply difficulties]. Skills for Work Rural Skills also continue to produce good results. Social and Vocational studies at Standard Grade also require special mention as 6 / 7 students gained credit passes. 60% of pupils [sitting the subjects] gained A or B passes in Higher Physics and Maths, this being an improvement on attainment from previous years. Improvements were also evident in Art and Design at the Intermediate 2 measure with all pupils achieving at or above predictions.

Whole school issues - areas for development

As in previous years, the Biology department fared less well than other departments and also less well when compared with ten most similar cohorts from other schools around Scotland. Performance in some awards in Mathematics was poorer than previous years [the Mathematics has always been a strong department in the past]. Again the need was identified for senior managers to monitor learning and teaching in this department and to ensure that all staff worked together to track pupils' progress and to plan appropriate learning opportunities. Achievement in Music at Advanced Higher was below expectations. Whilst most pupils achieved expected grades at Standard Grade, there were no credit passes last session for the first time and music performed less well than other departments with the same pupils.

The need to ensure learning was continuously monitored / quality assured in all poorer performing departments was identified. It was also identified that immediate action needed to be taken to address any slippage in pupil progress through implementation of a more rigorous tracking system.

1.1.2 Wider Achievement and Notable Successes

It is clear from this report that Farr ASG demonstrates strengths in developing citizenship opportunities for all pupils.

Secondary – Farr High School - [Link to 2011-12 Report](#)

Outdoor Activities

- Every year since 1978 we have done one week of Outdoor Activities in the summer term with a target take up of 28 pupils, this being the maximum we have been able to cope with safely across the range of activity we have pursued. Usually this is based at Farr but, when the facilities are available to us, we also undertake similar programmes based at other centres, notably Elphin and Foyers. The general pattern of the week is a two day coastal or mountain walk with camping in between, a trip to a local island, an activity day featuring abseiling, canoeing and gorge walking and a final day with an option between climbing a local Munro, or experiencing golf at the Durness Golf Course. During all these we discuss aspects of the local environment including history, archaeology, geology, geomorphology, flora, fauna and place-names and, on occasion, have been able to fit in alternative experiences including sailing, cave exploration, pony trekking and fishing.

Badaguish Outdoor Challenge

- The Outdoor Centre at Badaguish runs an annual orienteering tournament which attracts entries from all over the North of Scotland. It is a sponsored event intended to raise money for the centre's work with the less able and we have been taking part virtually every year since its inception twelve years ago. The uptake varies but has grown steadily over the years and we often send as many as thirty pupils annually where they camp over the weekend at the centre and form teams to compete at various levels in the challenge.

Dalguise Trip

- Every year we organise a trip to the Dalguise Outdoor Centre in Perthshire for all the Primary 7s from our ASG. As well as providing them with four days of challenging activities, this enables us to get to know them really well prior to their entry to High School.

Aigas Trip

- Also, as part of our Primary/Secondary Transition experience, we take all P7s to the Aigas Centre in Easter Ross where they take part in a series of exercises including pond dipping for small invertebrates, shelter building and ecological studies. We have also used the centre on several occasions for fieldwork in Biology and Geography where its hillside location makes it ideal for altitudinal transects in either subject.

After School Activities

- Since 1993 we have conducted after school activities on Tuesdays and Thursdays. This runs from 3.30 – 5.00pm every week with football as the leading sport one day and shinty on the other. By using the minibus based at our school plus the Social Work Minibus from Caladh Sona plus volunteer staff we are able to transport pupils home to almost all parts of our catchment area and, in the run-up to exams, also use the same transport to facilitate study support.

Swimming Gala/ North Coast Leisure Centre

- The North Coast Leisure Centre (NCLC) opened in 1995 and, every year subsequently, our pupils have put on a Swimming Gala for all primary pupils in the ASG + Durness. This takes place on the last day before the Easter holiday and was initially carried out by our Social and Vocational Skills class. As this subject has now disappeared from the curriculum we have moved it down the school and current S2s, helped by one or two seniors and our PE Teacher, are the main participants. We work closely with the NCLC in a variety of ways and it has been an enormous asset to us over the years. We assisted with the provision of equipment for their Fitness Suite and, as a result, have unparalleled access to that aspect of the centre for our pupils.

Geography Field Trips

- Each year our Geography Teacher carries out a number of field trips with pupils at different stages in their education including an urban study with S1, a coastal study with S2 and a weekend trip to Cairngorm and Aberdeen with her Higher class. In addition to their academic content, these have a substantial active component.

Reintroduction of Shinty

- Shinty has not been a regular part of sporting activities on the North Coast since before the First World War but, thanks to the efforts of two of our recent Gaelic teachers, particularly our present one, it has been reintroduced and teams now exist in Thurso, Bettyhill and Kinlochbervie. In addition, we came across a vernacular version of the sport which, since time immemorial, took place on Torrisdale sands every New Year's Day. It was known as 'The Knotty' and two teams of up to a hundred, one drawn from West of the Borgie River and the other from the east, fought it out for most of the day using the Borgie and Naver Rivers as the goals. We have resurrected a more orderly version of this, with far smaller teams, which we play on Farr Beach on the last day before the Christmas Holidays every year. It's an excellent precursor to the haven of tranquillity which is our Christmas Service on the same afternoon.

Duke of Edinburgh Award

- We have been presenting small number in the Duke of Edinburgh Award virtually every year since 1978 and this continues successfully with our present PE Teacher with occasional assistance from other members of staff. All D. of E. preparation is carried out on a separate night from After School Activities in order to avoid clashes of interest in our small pool of pupils.

Canoeing and Sailing

- Canoe training is available each year and we have, from time to time, been able to offer sail instruction, sometimes in cooperation with Golspie High School.

Young Enterprise

- Thanks to the efforts of our dynamic Technology Teacher, we have entered teams in the annual Young Enterprise Competition in three of the last five years. All three came top in the Highland and Moray Heats and went on as sole representatives of the area to the Scottish Finals. Two of these finalists came top in Scotland and went on to represent the country at the National Finals in London where one came in third in the UK – not bad considering that the competition started with more than 3000 entries nationwide. Also, our third Scottish finalist just missed the top spot but still gained an Environmental Award for using locally grown timber in its product. In addition to the activities directly associated with the competition, one team travelled to Stratford Upon Avon to take part in the UK Enterprise Trade Fair there and another went to Latvia to exhibit in the European Young Enterprise Fair.

Sports Leader Awards

- Thanks to our Active Schools Coordinator, we now have pupils taking part in the recently introduced Sports Leaders Awards. Two of our second year pupils have gained Level One in this award and, as part of their preparations, taught basketball to primary pupils within the ASG and held a basketball tournament for them in the High School. We hope to continue to offer this in future years.

Work Experience

- An annual Work Experience programme has been a key feature at Farr for more than twenty-five years, for most of that time in association with our Social and Vocational Skills Class. We ran one week a year for all third year pupils with the option of a two week placement for pupils in S5/6. We were unable to continue it in the present year because of difficulties with the H&S assessment of providers.

Lifesaving training

- In conjunction with the North Coast Leisure Centre, all pupils in S1, 2 and 3 are offered the opportunity to learn lifesaving techniques. These include land based rescues, non-contact tow, contact tow and releases as well as how to deal with an unconscious casualty.

North Coast Sports

- Every year but one of the last forty, we have hosted the North Coast Primary Sports, involving all four primaries in our ASG and sometimes Durness and Kinbrace as well. In recent years Secondary pupils have been increasingly involved in helping with these sports as part of our drive to improve their ability to relate to others and to volunteer over and above what is required of them.

Naver River Board

- The River Naver Fishery Board operates a salmon hatchery at Skelpick and we have an ongoing project with them involving our Biology Department. This includes electro-fishing on tributaries of the Naver, visits to the hatchery to study the development of the young fish and the hatching of salmon eggs in the Biology Department.

University Trip

- Virtually every year since we started presenting at Higher level in 1988 we have sent a small cohort of former pupils to various of Scotland's Universities. For most of that time we have done an annual tour round centres of learning in Aberdeen, Dundee, Edinburgh, Glasgow, Stirling and Perth including, since the advent of the Scottish Parliament, an attempt to catch First Minister's Question Time on the Thursday.

Links with Industry

- Over the years, and especially in the last two years when we have been taking part in the Highland Technology Project, we have carried out numerous visits to industrial sites in our area and beyond. We are particularly interested in the engineering sector as many of our former pupils have found lucrative and interesting careers in the Oil Industry and we hope that, for the next many years, opportunities there will increase along with accelerated development in the renewable industry. Consequently, we have focussed on wind farm developments in Sutherland and Caithness and firms active in the nuclear and conventional energy market locally as well as service type industries such as plumbing, joinery and electrical. When possible, we solicit visits to us by former pupils in these and other jobs as well as industry led school visits and contributions from STEM ambassadors.

Army Cadets

- We have recently started an Army Cadet Unit which meets at the school every Monday night from 7.00 – 9.00 and which has been very successful to date with 18 pupils signed up. Most of them have also been to weekend camp at Dingwall and some intend to go to summer camp as well. Support is being provided by officers and NCOs from the Thurso Detachment and our group shortly hopes to become a fully-fledged member of the Caithness Company. Some of our cadets have already passed their basic training and are now working at the one star level.

National Science and Engineering Week

- Over the past two years we have played an active part in the National Science and Engineering Week. Our part in it has been for our S1/2 Science students to provide a half day of practical science for the pupils in our associated primaries. This introduces younger children to the High School, increases the confidence of our young presenters and raises interest in the science and engineering world.

Skills for Work

- Three Skills for Work courses are available at the school – Rural Skills, Early Education and Energy – and through these we have formed partnerships within the community including placements with Melness Farm, Armadale Farm, Skelpick Farr Jumping Goats Dairy and Farr Nursery.

Young Engineers

- There is an annual Young Engineers Competition which we have often participated in with several appearances at the finals in Portsmouth and, because the skills required for their project are similar, we have also often taken part in the Rampaging Chariots Competition in Edinburgh.

Adult Education

- Uniquely in Highland Council, Farr High school organises Adult education within its Integrated Learning Community. This year we ran ten week evening classes in Woodwork, Craft, Singing, Yoga, Spanish, Beginners Gaelic, Cookery for Men, Cookery, and Computing for Beginners as well as two weekend courses, one on Local Archaeology and the other on Local History, as well as an all year round Ulpan course aimed at improving fluency in Gaelic.

Charity Events

- We encourage pupils to think of others as well as themselves and take part in charitable activities on a regular basis including Macmillan Coffee Morning, Blythwood Campaign for Clean Water, Comic Relief and Children in Need. One pupil this year, entirely unprompted, raised more than £500.00 for a cancer charity by undertaking a gruelling series of cycling challenges over the first week in the Easter Holidays.

Sale of Work

- For as long as anyone can remember, we have held an annual Sale of Work in aid of the School Fund. Holding this fund, which is a registered charity, enables us to match fund applications to other agencies, to offer support to pupils whose parents cannot afford to let their children participate in our activities, to hire visiting performers and to provide classroom resources when council funds are low.

Youth Fora

- We encourage our pupils to take part in various youth fora including STAG – Sutherland Teenage Action Group, a Farr based group of young people who meet as an elected board with Vice-Chair, Chair and Secretary, to progress ideas and activities for young people in the area; Highland Youth Voice – two representatives from Farr ILC participate in a Highland wide platform to promote issues affecting young people in our area, including two residential held in Skye and Badaguish; our Pupil Council meets regularly to make sure that pupils have a voice in issues affecting the school; Sutherland Youth Forum where our representatives meet regularly at Lairg with reps from Golspie, Dornoch and KLB.

Awards and Volunteering

- Young Highlander and Millennium Volunteer Awards are being replaced by Saltire Awards. We are expanding our use of the ASDAN programme, which we have been using in ASN, to a wider user group.

Active Schools/High Life Highland

- Active Schools/High Life Highland has been running a Summer Activity Programme since 2004 and, since 2009, has been expanding its activities, in partnership with Farr Edge Youth Club, to include evening badminton for secondary and primary pupils as well as regular swimming sessions for Primary 1 – Secondary 2 children in partnership with the North Coast Leisure Centre.

Value Added Physical Activity

- Our P.E. Teacher, with assistance from parents and colleagues, runs frequent trips to Edinburgh for senior pupils, parents and staff to spectate at major rugby tournaments. We take part in the Small Schools Football Tournament in Highland Council area and, in Lewis, often participate in their major junior football event, the Kirk Cup. We take part in the Sports Relief Run a Mile Challenge and hold a Rowing Competition in aid of Children in Need.

Primary

As it is the practice, all P7 pupils took part in the 'Safe Highlanders' event and had an enjoyable and informative day. Pupil behaviour was excellent.

By school:

Altnaharra - [Link to 2011/2012 Report](#)

- We strongly believe in Pupil Voice and have sought pupil opinions on school issues on a number of occasions in the last session. Our pupil groups have been a big success last year. We have a Pupil Council and Eco Committee. All children are members of a pupil group. We also take part in enterprise initiatives and ran a stall at the Christmas Play with things made by the children in school.
- As a small school we operate a good collaborative learning ethos throughout many learning experiences and opportunities.
- The older pupils have taken on additional responsibilities as Junior Road Safety Officers and attended training in Inverness last summer.
- Our pupils took part in a Crofting Connections project and entered a photographic competition as part of this project.
- We regularly plan opportunities for other pupils in other schools to visit us or for us to visit them eg P4 children came from Lairg Primary and the pupils from Kinbrace Primary came to a World War 2 Party at Altnaharra, we have visited Gledfield Primary for a Storytelling Day, visit to Lairg for Comic Relief Day and for Highland Games Training, visit to Kinbrace for Diamond Jubilee Celebrations with the community of Kinbrace.
- Despite the location of Altnaharra the children take part in a varied selection of opportunities eg a dance project in Alness to celebrate cultural diversity, Altnaharra was chosen to greet the Dalai Lama in Inverness in June 2012, visit to pantomime in Inverness, visit to local estate to see new born piglets.
- The teacher at Altnaharra has been strongly committed to taking part in TLC (Teacher Learning Community) activities. This has been a huge success in the last session and has led to teachers reflecting on their own teaching practices and how learning can best be supported. These sessions have led to a number of regular opportunities to share good practice.
- There have been regular opportunities for parents and members of the wider community to share events in school. Eg Christmas Performance, World War II Party
- There is a strong Parent Council who supported the school in getting a poly tunnel up and running in the school grounds. The poly tunnel is now a feature in the local community. Everyone linked to the school helps by giving plant and seed donations to school and helps to water the plants going during weekends and holidays. Produce is used for healthy snacks in school.
- We make good use of a range of ICT packages which support learning well eg Education City, Espresso, Cyber Coach, Mathletics and Spellodrome
- We have opportunities to work with other schools in the Farr ASG eg science workshop, sports day.

SPORT ACTIVITIES

- Our pupils have 2 hours physical activity within the school week and make good use of the school building and adjoining playing field.
- Our teacher, this year, has been trained in archery, fencing and golf and we have received quality P.E. sessions due to this tuition.
- We have strong links with the Active Sports Coordinator, Sean Wylie who regularly visits school and supports us with sporting opportunities.
- We have received weekly swimming tuition at the swimming pool in Farr during the Summer term.
- We took part in a sports day at Lairg Primary, sharing sports coaching from professional coaches and volunteers. Activities range from professional football/rugby coaching, dance teaching from a Zumba coach to the local community bowling club in Lairg. This event raised a good amount of money for charity.
- We received coaching for the Highland Games and are going to run a mini Highland Games competition with our cluster school, Lairg Primary later in June.
- All pupils have taken part in Bikeability training.

Farr – [Link to 2011-2012 S & Q Report](#)

Melvich – [Link to 2011-2012 S & Q Report](#)

Farr and Melvich

- Clay tile making with Lotti Globb
- Gaelic singing with Mrs Stokes/Jeanette Mackay
- Eco Schools Green Flag award. (Farr)
- Enterprising activities for Sale of Work in October and Christmas Fayre.(Both schools)
- World Book Day and red nose day (both schools)
- Visit to Inverness for the Pantomime at Christmas (both schools)
- Swimming at North Coast Leisure Centre every Friday (Farr)
- After school clubs- Rugby, Football club, Glee Club STEM club (both schools)
- Lantern Making and Story Writing with local story teller (both schools)
- Scots Language workshop in May with Fred Freeman (Farr)
- Julia Donaldson visit for Melvich school at Thurso library (especially chosen)
- Puppet making with Jack Bevan (Melvich)
- Rugby festival at Thurso (both school)
- LEAD 2013 young sports leaders badminton competition (inter-schools)
- Orienteering at Dunnet Forest (both schools)
- Cross country at Borgie Forest (both schools)
- Enterprise- Bettyhill tea party for the community including plant sale (grown in the new polytunnel) Farr
- Music with Addy Harper(both schools)
- Inter primary rugby tournament(both schools)
- Visits to Forsinard RSPB (both nurseries)/ SSPCA
- Green car Goblin challenge at Alford 2013 (Melvich)
- Split stone tournament with Reay and Melvich schools-football and netball.
- Safe Highlanders at Wick assembly hall.

- Junior Road Safety Officer training at Wick.
- Pupil council organised coffee morning to raise money for outdoor equipment- parent donated poly tunnel for Melvich.
- All Farr pupils attend Farr edge youth club on Monday and Tuesdays.
- Both schools do national litter picks inviting the communities.
- In the second year of international inspirations Turkey (Youth sport trust and British council) for our global citizenship work

Tongue – [Link to 2011-2012 S & Q Report](#)

Term 1

Swimming Lessons

P4-7 Orienteering in Dunnet Forest with Farr and Melvich Primaries.

Term 2

Halloween Fancy Dress and Lantern Competitions

P4-7 Cross Country

Christmas Show

Carol Service

Term 3

World Book Day Competition

Swimming Lessons

Climate Change Challenge

Science Afternoon in Farr High School

Swimming Gala

Term 4

P4-7 Touch Rugby Tournament – Thurso

P1-3 Fundraising Bingo Tea (made £600)

Outdoor Day in Borgie Forest with pre-school pupils and Farr Primary

P7 visit to Aigas Outdoor Centre and residential trip to Dalguise Outdoor Centre

Gaelic Medium class competed at the Provincial Mòd in Bettyhill

P1-4 Basketball Tournament

Gaelic class visit to Community Centre to entertain Senior Citizens

Fundraising Highland Games

Ongoing

Eco Schools P4-7 (have Green Flag)

Eco Stars P1-3

Crofting Connections

Appendix 1 gives a statistical summary of the recorded visits by schools within the ASG, illustrating numbers and days of off-site visits.

Caithness & Sutherland (North Area) – Farr High School ASG		
School	Date of Last Published Report	Link
Altnaharra Primary	March 2008	Education Scotland
Farr Primary	Dec 2010 (Follow-Through)	Education Scotland
Melvich Primary	Dec 2008 (Follow-Through)	Education Scotland
Tongue Primary	Oct 2006	Education Scotland
Farr High School	Nov 2009	Education Scotland

Early Years Centre	Date of Last Published Report	Link
Altnaharra Primary Nursery	Nov 2010	Care Inspectorate
Farr Primary Nursery	Feb 2012	Care Inspectorate
Melvich Primary Nursery	May 2013	Care Inspectorate
Tongue Primary Nursery (Inactive)	June 2005	Care Inspectorate
Tongue Pre-School Centre	Jan 2012	Care Inspectorate

1.1.3 Destinations 16+

Leaver destination information is taken from the School Leaver Destination Return (SLDR) which is a statistical return undertaken by Skills Development Scotland (SDS) on behalf of the Scottish Government. The return is based on a follow up of young people who left school between 1 August 2011 and 31 July 2012. This exercise was carried out during the month of September 2012.

No. of Leavers	% Positive Destinations
Farr High School	94.4%
Highland 2011/12 SLDR	90.7%
Scotland 2011/12SLDR	89.9%

Leaver Destinations for Farr High School

Number of pupils leaving in school year 2011/12

		FARR	HIGHLAND	SCOTLAND
10/11	TOTAL NO. LEAVERS	24	2,575	54,073
11/12	TOTAL NO. LEAVERS	18	2,495	50,892

Destinations of Pupils (%)

DESTINATION	FARR		HIGHLAND		SCOTLAND	
	2010/11	2011/12	2010/11	2011/12	2010/11	2011/12
Higher Education	29.2	38.9	33.2	34.6	35.8	37.3
Further Education	33.3	38.9	22.3	21.2	27.1	26.8
Training	0.0	0.0	2.0	2.5	5.6	4.6
Employment	33.3	16.7	29.2	29.7	19.3	19.8
Voluntary	0.0	0.0	0.5	0.9	0.5	0.4
Activity Agreement	0.0	0.0	2.2	1.8	0.5	0.9
Unemployment Seeking	4.2	0.0	7.7	5.9	9.6	8.4
Unemployed Not Seeking	0.0	0.0	1.8	1.9	1.2	1.3
Unknown	0.0	5.6	1.1	1.5	0.3	0.4

Note: National averages have been calculated from the figures for all available local authority and grant-aided schools, whereas the local authority averages are based on local authority schools only.

There is currently one open Activity Agreement involving Former Pupils of Farr High School. This is supported by SDS in Thurso looking at work experience and training options, and coping with difficult personal circumstances.

Farr ASG

1.2 Pupils

Roll and Looked After pupil numbers have been taken from the Pupil Census extracted in September 2012. English as an Additional Language (EAL) pupil numbers have also been taken from the Pupil Census as at September 2012 and counts all pupil whose Main Home Language is not: English, Gaelic (Scottish), Not Disclosed, Scots or Sign Language.

School/ Nursery	Pupil Roll	Looked After	EAL Pupils	Free Meals Eligibility	Free Meals Uptake
<i>Highland Primary</i>				16.4%	87.9%
<i>Scotland Primary</i>				22.0%	88.4%
Altnaharra Primary	6	0	0	Numbers too small to disclose	Numbers too small to disclose
Farr Primary	18	0	0	Numbers too small to disclose	Numbers too small to disclose
Melvich Primary	26	0	0	Numbers too small to disclose	Numbers too small to disclose
Tongue Primary	24	0	0	Numbers too small to disclose	Numbers too small to disclose
<i>Highland Secondary</i>				11.4%	78.8%
<i>Scotland Secondary</i>				15.5%	74.7%
Farr High School	83	0	0	Numbers too small to disclose	Numbers too small to disclose
Farr Nursery	9				
Melvich Nursery	3				
Tongue GM Nursery	0				
Atnaharara Nursery	0				
Tongue Pre-School Centre	1				
Childminders	2				

Free School Meal information extracted from Healthy Living Survey collected March 2013 Free Meals Eligibility is the percentage of the present school roll registered for free meals. Free Meals Uptake is the percentage of those present on census day who were registered and took free meals.

1.2.1 Attendance/Absence/Exclusion Profile 2011/12

Scottish Government collect Attendance, Absence and Exclusions on a bi-annual basis, comparative national information will be next available for academic year 2012-13.

School	Total Number of Possible Attendances (Pupil Half Days) and % Actual Attendances	% Authorised Absences	% Unauthorised Absences	No of Exclusions and Rate per 1000 pupils	No. Pupils Excluded and Rate per 1000 pupils
Highland Primary	95.3% (2011-12)	3.9% (2011-12)	0.8% (2011-12)	135 exclusions rate 8/1000 (11-12)	98 pupils rate 6/1000 (11-12)
Scotland Primary	94.8% (2010-11)	4.0% (2010-11)	1.2% (2010-11)	11/1000 (10-11)	6/1000 (10-11)
Altnaharra Primary	95.5%	3.7%	0.8%	0	0
Farr Primary	95.1%	3.5%	1.4%	0	0
Melvich Primary	96.4%	2.3%	1.3%	0	0
Tongue Primary	96.3%	3.2%	0.6%	0	0
Highland Secondary	91.0% (2011-12)	6.3% (2011-12)	2.6% (2011-12)	567 exclusions rate 39/1000 (11-12)	385 pupils rate 27/1000 (11-12)
Scotland Secondary	91.1% (2010-11)	6.0% (2010-11)	2.7% (2010-11)	72/1000 (10-11)	40/1000 (10-11)
Farr High School	90.0%	4.4%	5.6%	One exclusion rate 12/1000	One pupil rate 12/1000

1.3 School

School	ECO School	Travel Plan	Improving through Self-Evaluation and Improving Services	No. of Placing Requests In	No. of Placing Requests In Granted	No. of Placing Requests Out Granted
Farr High School	Bronze	YES	Weak (Inspection 2009)	3	2	1
Altnaharra Primary	Silver	YES	Adequate (Inspection 2008)	0	0	0
Farr Primary	Green Flag	YES	Weak (Inspection 2008)	1	1	0
Melvich Primary	Silver	YES	Weak (Inspection 2006)	0	0	0
Tongue Primary	Green Flag	NO	Adequate (Inspection 2006)	0	0	0

ECO School status is reported as at May 2013. Placing Request information relates to the last full academic year 2012-13.

It should be noted that all placing requests in/out of these schools were able to be accommodated this year. There were, therefore, no parental appeals lodged for this ASG.

1.4 ECS Staffing

School/ Nursery	Teaching Full Time Equivalent (FTE)	Non-Teaching FTE
Farr High School	13.2	6.36
Altnaharra Primary	1.10	0.52
Farr Primary	2.56	0.58
Melvich Primary	2.70	1.59
Tongue Primary	3.51	1.19
Altnaharra Primary Nursery		0
Farr Primary Nursery		0.56
Melvich Primary Nursery		0.98
Tongue Primary Nursery		0
Tongue Pre-School Centre		No information

School staff information from Staff Census collected Sept 2012. Please note that only certain types of teaching posts are counted here: Normal complement, Long term sick absence replacement, secondment replacement, maternity leave replacement, other replacement, temporary contract, covering a vacancy. Teachers who teach at the school but are centrally employed are excluded. Nursery staff information from Pre-school Education Survey 2012.

Highland Council Nurseries and Partner centres are to be supported by a Principal Teacher (Early Years) based in either ASG. This ASG has an entitlement to 1.0 FTE Principal Teacher posts, and this position is currently vacant.

Core staffing is calculated using the Highland Staffing Model, which takes account of national agreements for P1 to P3 class sizes. As a result, all primaries in this ASG are staffed according to the model.

- [Staffing Table DSM Annex 4 PDF](#)
- [Primary Teacher Staffing Arrangements Admin Circular 9/2010](#)
- [Primary School Rolls as at 17th August 2012 – Appendix 2](#)

It is important to note that, in addition to core staffing for each school, a model will be used to provide an appropriate level of ASN cover to each school within the ASG. This model was approved at Adult and Children's Services Committee, 26 September 2012. Report [ACS-33-12](#).

This session we are funding additional staffing for the ASG as follows:

- 1.55 FTE ASN teachers
- 4.76 FTE PSA staff (assuming FTE = 27.5 hrs)

The identified level of need at start of session was:

23	Pupils at level 2
6	Pupils at level 3
1	Pupils at level 4

For Members benefit a guide to Levels of Additional Support Need is attached as APPENDIX 3.

Brain Development and Emotional Literacy within the ASG

Members will be aware that the Adult & Children’s Services Committee of 7 November considered a report – “Brain Development, Emotional Literacy and the Health and Wellbeing Strategy” – [ACS-40-12](#)

STAFF DEVELOPMENT AROUND EMOTIONAL LITERACY – FARR ASG

<u>Attendance on 10 day or 6 day Action Learning Course – Emotional Literacy</u> (Covers brain development, attachment, building resilience, promoting positive relationships, emotional coaching, leadership etc. and an Action Learning Project)	
1 x Early Years Children’s Services Worker	1 x Quality Assurance Reviewing Officer
1 x Depute Principal Ed Psychologist	1 x School Nurse
1 x Primary Mental Health Worker	
<u>Emotional Literacy Awareness Raising Training Sessions</u>	
VIG training for SW Disability Team Lead and Primary Mental Health Worker	
<i>Other staff may have attended other training that has been open to all e.g. Brain Lectures, additional conferences, workshops etc. that have been delivered, but not arranged by the ASN team and therefore we have no data on this.</i>	

COMMENT

Members are reminded from the original report that even with training it requires a significant change of approach for staff to become effective, and it is not yet a feature of the skills and knowledge base of every practitioner working with children in schools or in Early Years settings.

However, it is a start and work is ongoing to adopt a focussed approach and embed these approaches across Highland.

1.5 Funding

School/ Nursery	Devolved Budget 2013/14 (£)	Cost per pupil (£)	Carry Forward from 2012/13 (£)
Farr High School	779,644	9,393	-18,950
Altnaharra Primary	80,811	13,468	-2,500
Farr Primary	103,514	5,751	-3,934
Melvich Primary	150,257	5,779	-4,606
Tongue Primary	151,998	6,333	-7,130
Altnaharra Primary Nursery	0	0	-17
Farr Primary Nursery	12,903	2,151	-430
Melvich Primary Nursery	19,153	9,577	46

Tongue Nursery	Primary	0	0	0
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*Cost per pupil for schools calculated on Pupil Roll taken from Pupil Census Sept 2012 and 2013/14 Budget.
For Nurseries calculated on Pre-school census roll in January 2013 and 2013/14 Budget.*

1.6 Buildings

School/	Pupil Roll (5 years)	Pupil Roll (10 years)	Current Occupancy	Condition	Suitability	Current and Future Investment
Farr High School	63	63	40%	B	C	£103669 (Roof, Classroom Unit)
Altnaharra Primary	3	4	24%	B	C	0
Farr Primary	33	30	35%	B	C	0
Melvich Primary	13	5	52%	C	B	£121896 (Replacement Heating)
Tongue Primary	18	13	32%	C	B	0

Primary school occupancy information relates to academic year 2012-13. Secondary school occupancy is Operational Capacity adjusted for actual Room Size.

2.0 SPORTS FACILITIES

2.1 Secondary

Farr High School - gymnasium, football pitch, tar areas
Access to North Coast Leisure Centre

2.2 Primary

Altnaharra - playing field, playground space within school for physical activity swimming at North Coast Leisure Centre access to gym at Lairg Primary School

Farr - gym and football pitch shared with High School
Shared playground space

Melvich - Indoor hall, grassed area access to football pitch

Tongue - Use of village hall, use of local football pitch

3.0 HIGHLIFE HIGHLAND IN FARR ASG

HLH Facilities and Services within the Farr Associated School Group Area	User Information	2010/11	2011/12	2012/13
Bettyhill Library	Issues	1,476	994	1,224
Mobile Library	Issues	24,118	24,777	25,825
Sports Pitches Portskerra Playing Field	Available for let by sports clubs			
Active Schools Co-ordinator	Unique Participants	Different info collected prior to 2011/12	104	Active Schools information is by academic year. Info available August 2013
Youth Development Officer	Contacts with Young People Young Scot Card percentage uptake (National average – 72%)	342 100%	838 100%	903 99%
Adult Learning	Unique Participants	62	81	106

Programme Information

Melvich Megacaff:

Bettyhill Library & Service Point:

<http://www.highland.gov.uk/leisureandtourism/libraries/yourlocallibrary/bettyhilllib.htm>

Mobile Library:

<http://www.highland.gov.uk/leisureandtourism/libraries/mobilelibraryservice/farnorthmobilelibrary.htm>

Examples of the youth work presently undertaken within Farr ASG

Between April 2012 and March 2013 there were just over 900 contacts with young people. A weekly youth club is run in Melvich throughout the year. The YDO has provided support and advice to the newly established Army Cadet Force in Bettyhill. This has proved to be hugely popular (20 youngsters every week) meeting the need for socialisation, achievement and structured programmes. The YDO has supported a “Skills for Work” programme for a small group of girls who are likely to be low attainers. FUSION activities were run through the winter and spring including a trip to Inverness Leisure. The YDO supported youngsters to participate in the Youth Conference, the county Youth Forum and Highland Youth Voice events.

4.0 RECOMMENDATIONS:

The Area Committee is asked to scrutinise and note the content of the report.

Signature:

Designation: Director of Education, Culture and Sport

Author: Graham D Nichols

Date: 30 July 2013

Statistical Report

Appendix 1

Statistical Summary 14 August 2012 – 31 April 2013

Total number of visits	275
Total number of participants	956
Total number of days	292
Total number of participant days	1164

Breakdown by Visit Type	Overseas	Residential	Adventurous (external)	Adventurous (own staff)	Other	Onsite
Total number of visits that included Visit type	1	8	3	19	250	1
Total number of different Establishments	1	1	1	1	5	1
Total number of participants	2	86	49	147	758	6
Total number of days	3	25	12	25	250	1
Participant Days	2	294	49	147	758	6

The table provides a statistical summary of all 'Approved' and 'Processed' visits (including repeats) within the specified date period. Participant Data presented is calculated on the "Intended Number of Attendees data".

CAITHNESS & SUTHERLAND – (NORTH AREA)

PRIMARY SCHOOL ROLLS AS AT 17 AUGUST 2012 – Appendix Two

SUTHERLAND	NURSERY 3s			NURSERY 4s			TOTAL	PRIMARY							
	Aug	Jan	Apr	Aug	Jan	Apr		P1	P2	P3	P4	P5	P6	P7	TOTAL
Altnaharra Primary ©	0	1	0	0	0	0	1	0	0	0	3	1	2	0	6
Farr Primary ©	0	0	0	4	3	2	9	3	5	1	4	1	2	2	18
Melvich Primary ©	1	0	0	0	1	2	4	4	6	3	6	2	5	0	26
Tongue Primary EM }	0	0	0	0	0	0	0	3	3	3	3	2	3	1	18
Tongue Primary GM }	0	0	0	0	0	0	0	1	1	0	0	2	1	1	6
	1	1	0	4	4	4	14	11	15	7	16	8	13	4	74

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	SECONDARY						TOTAL
	S1	S2	S3	S4	S5	S6	
FARR HIGH SCHOOL	14	13	20	14	6	14	81

**HIGHLAND COUNCIL
LEVELS OF ADDITIONAL SUPPORT NEED – Appendix Three**

Needs relating to:	Level 1 – Standard Support	Level 2 – Significant Support	Level 3 – Substantial Support	Level 4 – Specialised Support
The physical environment	The ordinary education setting is appropriate (DDA compliant)	Access to a room sometimes required for the delivery of structured programmes etc, which cannot be delivered within the mainstream classroom e.g. <ul style="list-style-type: none"> a deaf pupil requiring a low noise environment area for a pupil to engage in outside agency programme 	A base/dedicated area within a mainstream setting is required for a substantial part of the pupil's time in school e.g. <ul style="list-style-type: none"> ASD friendly environment 	A highly specialised environment all of the time (the pupil will have complex needs).
The curriculum and how it is delivered	Mainstream curriculum with differentiation e.g. <ul style="list-style-type: none"> alternative outcomes additional time responding to preferred learning styles 	Significant differentiation is needed in one or more areas of the curriculum, requiring a child's plan/programme with SMART targets, which are reviewed termly e.g. <ul style="list-style-type: none"> for learning and/or behaviour independence/social/life skills physical/sensory issues 	Very substantial and individualised planning in a wide area of the mainstream curriculum requiring regular review and consultation with parents, and agencies/services external to the school	Following an alternative/elaborated curriculum from that provided in mainstream, supported by a detailed child's plan.
The level of adult support required (refer to CSP if appropriate)	A flexible and creative use of support normally available, in order to respond to needs	Significant needs which require to be addressed through access to individual and/or small group support for part of the time , monitored and reviewed through the child's plan.	Access to a substantial level of support most of the time to implement agreed protocols/actions, as agreed and recorded in the child's plan.	Access to teacher and/or assistant support all of the time . This support is monitored, reviewed and evaluated through the child planning process.
The level of specialised resources and technology required	Ordinarily available resources. For some pupils this will include mobility aids, wheelchairs and assistive technology support	Resources, required by the pupil individually, on a time limited basis eg <ul style="list-style-type: none"> switches hearing aids for glue ear 	Highly specialised resources or technology not normally available and deployed/designed for the pupil's specific use when required e.g. <ul style="list-style-type: none"> communication aids radio aids 	Access to highly specialised resources, facilities or technology not normally available and deployed/designed for the pupil's specific use all of the time e.g. <ul style="list-style-type: none"> augmentative aids assistive technology
The level of support agencies / services involved	Needs identified and monitored by Class / Subject Teacher. For some pupils this may include support from therapists. ASN file may be opened at this Level	Agreed and monitored child's plan and/or programmes delivered by school staff which may be supported by outside agencies eg OT / S< e.g. <ul style="list-style-type: none"> consultation and resources from therapists ASN file opened at this Level	Direct, planned and monitored long term support on a regular basis by specialist agencies/services (including social work). Child's Plan used to coordinate and monitor support and outcomes for the child/young person.	Direct, planned and monitored support on an intensive basis, supported by a detailed child's plan.
Communication (inc EAL)	Ordinary oral/aural and written communication eg <ul style="list-style-type: none"> visually supported environment using less complex language 	Communication and language needs met by specific approaches eg <ul style="list-style-type: none"> symbols visual/verbal cues 	Enhanced support to aid communication and social inclusion. Additional communication methods e.g. <ul style="list-style-type: none"> sign/gesture, including Makaton PECS augmentative systems 	Highly specialised methods required all of the time e.g. <ul style="list-style-type: none"> sign language Braille