

Standards and Quality

2021/22



HIGHLAND COUNCIL
BETTYHILL, BY THURSO, KW14 7SZ

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

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.

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 in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we are progressing towards achieving these positive outcomes and changes.

Our School

Farr High School is an 11-18, S1-S6 comprehensive, non-denominational school. The school first opened its doors in May 1964 and its current roll is approximately 68. Farr High School is part of the North Coast 3-18 Campus along with its associated primary schools: Tongue, Melvich and Farr. Since forming in 2017, the Campus schools have been coming together in an increasingly collaborative fashion as we explore and develop new ways of working together. Farr is one of the smallest secondary schools in Highland Council area; it has a catchment area of 531 square miles and is located in an area of outstanding beauty with a widely dispersed population. We work closely with our partners, including the North Highland College, to offer a range of subjects to our pupils including Gaelic, which is offered to learners through S1-S6.

Staffing can be a particular challenge for our school, given our rural location; it is very rare for us to be able to engage a supply teacher when a member of staff is off, meaning almost all class cover is done by other teachers and members of the management team. Our distance from Inverness poses a significant challenge for our children and their families to access services.

It is extremely rare for somebody to be excluded from our school – this has not happened for over three years. We encourage full attendance for all our children and almost all of our children have an excellent attendance record; for session 21-22 the average monthly attendance is between 90-95% across all year groups

Our School Vision, Values and Aims

NUTURE • CHALLENGE • RESPECT
araich dubhlan 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

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

- *Relationships between people*
- *Learning and teaching*
- *Our relationships with our communities*

Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make:

- *Celebrate our successes and achievements more*
- *More variety in lunchtime and afterschool activities*

Our Improvement Journey Headlines Session 2021/22

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

Improvement Project 1:

Primary focus: School and ELC improvement

Year of Project: 2

Purpose: To support pupil and staff health and wellbeing as we transitioned into a recover phase from covid.

Progress and impact:

Content:

- ✓ *Personal & Social Education programme (PSE) has been revised to cover areas of health & wellbeing that were identified by pupils as ones they wanted more support with. Feedback from pupils has been very positive and will be used to continue to shape PSE programmes moving forwards.*
- ✓ *Nurture conversations take place on an ongoing basis & have allowed us to target support. Every pupil is spoken to on an individual basis by our guidance teacher and provided with an opportunity to discuss any issues they would like to, with advice and support given as appropriate and then monitored.*
- ✓ *Boxall profiles are now used as appropriate to assess social and emotional wellbeing and to inform the support that is given.*
- ✓ *New partners now work with the school to support our young people. Pupils can self-refer for counselling and have a 24-7 point of call if they need somebody to speak to. A large number of senior pupils have signed up to be Mental Health Ambassadors*
- ✓ *Mikey's Line have run sessions on dealing with anxiety and stress for pupils and parents which signposted coping strategies and further sources of support.*
- ✓ *Staff health and wellbeing working groups have organised a range of events to promote pupil and staff health and wellbeing, including a health and wellbeing day. Feedback has been very positive and will be used to inform how we take this forwards next year.*
- ✓ *A significant number of pupils & staff in S3-6 took part in First Aid Training with seniors awarded the First Aid at Work certificate. Pupils are now better prepared to help somebody requiring first aid and in addition, can use in this in their personal statements and when applying for employment.*

- ✓ We offer an increased number and range of lunch time activities, in response to pupil preference. This has meant more options for pupils which they themselves have chosen. We have a good uptake across different year groups.
- ✓ We feel that significant progress has been made in the area of health and wellbeing and that this has been shaped by pupil and staff voice. Staff and pupils are very much invested in taking this forwards.
- ✓ **Next steps:**
 - **Develop role of pupil mental health ambassadors within the school**
 - **Continue to provide activities and resources that support both staff and pupil HWB**
 - **Promote awareness of the different sources of support and help children and staff access these.**

Improvement Project 2:

Primary focus: Performance Information

Year of Project: 2

Purpose: Recovery of learning, teaching and assessment.

Progress and impact:

Content:

- ✓ *Additional, targeted support has been provided for BGE pupils identified as having gaps in learning within literacy and numeracy. This has had a measurable impact on attainment.*
- ✓ *Staff have been informed of all SQA communications and have been able to effectively prepare pupils for assessment requirements. Additional time has been allocated as required.*
- ✓ *Good progress has been made in this area.*

Next steps:

- **Continue to monitor pupils and identify resources to support those at risk of falling through the gap.**
- **Identify pupils eligible for additional arrangements and ensure appropriate support is in place.**

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very good
3.2 Raising attainment and achievement	Good

Our children and young people believe we have made the following progress this session:

Theme 1 Our relationships	Very good
Theme 2 Our learning and teaching	Very good
Theme 3 Our school and community	Very good
Theme 4 Our health and wellbeing	Good
Theme 5 Our successes and achievements	Good

Our overall evaluation of our school's capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website or by contacting the school office.