



STANDARDS & QUALITY REPORT

2022/23



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HIGHLAND COUNCIL, BETTYHILL, BY THURSO, KW14 7SS

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](#)

We are pleased to present our Standards and Quality Report for Session 2022-23. 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

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://parentzone.scotland.nhs.uk/). 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.

Pupil Numbers	Attendance Average	Teacher Numbers	Pupil Teacher Ratio	Meeting PE Target
75	89%	11.5	1:6	Target Met

S1	S2	S3	S4	S5	S6
13	8	7	21	17	9

SIMD V4-6	SIMD V8-10	SIMD V10-12	SIMD V12-14	SIMD V14-15	SIMD V15-20
1.3%	18.7%	70.7%	2.7%	5.3%	1.3%

ASN	No ASN	FSM	No FSM	EAL	No EAL
42.7%	57.3%	6.75%	93.25%	0%	100%

Attainment in literacy and numeracy:

Broad General Education

2021/22 Proportions of pupils achieving expected Curriculum for Excellence Levels at S3

Reading	Writing	Listening and talking	Numeracy
All	Most	Almost all	Almost all

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%

Please note that in a small school, one pupil represents a high percentage figure, which can significantly impact on statistics

*VC = virtual comparator school - a

Senior Phase

100% of our S6 pupils this academic year have achieved level 5 numeracy. 91% have achieved level 5 literacy.

(2022 – Level 5 Numeracy
- Level 5 Literacy

Farr 100%, VC* 97%, national 88%
Farr 100%, VC 92%, national 96%

94% of our S5 pupils this academic year have achieved level 5 numeracy. 100% have achieved level 5 literacy.

(2022 – Level 5 Numeracy Farr 73%, VC 75%, national 74%
 - Level 5 Literacy Farr 83%, VC 85%, national 87%

95% of our S4 pupils this academic year have achieved level 4 numeracy & 52% have achieved level 5 numeracy. 95% have achieved level 4 literacy & 67% have achieved level 5 literacy.

(2022 – Level 4 Numeracy Farr 100%, VC 84%, national 88%
 - Level 5 Numeracy Farr 100%, VC 84%, national 62%
 - Level 4 Literacy Farr 100%, VC 84%, national 92%
 - Level 5 Literacy Farr 44%, VC 57%, national 75%

71% of S4 pupils are sitting at least 5 level 5 qualifications this year & 95% are sitting 6 qualifications overall this year. 95% of pupils are estimated to achieve at least one level 5 qualification this year. 5% of pupils are sitting a level 6 qualification this year.

(2022 – achieved 5 level 5 Farr 72%, VC 49%, national 55%
 - achieved 6 qualifications Farr 100%, VC 75%, national 77%
 - achieved 1 @level 5 Farr 100%, VC 82%, national 85%

47% of S5 pupils are sitting at least 3 level 6 qualifications this year. 18% are sitting 5 or more level 6 qualifications. 88% of S5 pupils are estimated to have achieved 5 level 5 qualifications by the end of this year.

(2022 – achieved 3@L6 Farr 60%, VC 50%, national 52%
 - achieved 5@L6 Farr 30%, VC 23%, national 28%
 - achieved 5@L5 Farr 82%, VC 74%, national 72%

100% of S6 pupils will leave school with at least 1 level 6 qualification. 56% will leave with 5 or more level 6 qualifications. 56% are sitting at least one level 7 qualification this year.

(2022 – achieved 1@L6 Farr 100%, VC 97%, national 90%
 - achieved 5@L6 Farr 83%, VC 68%, national 60%
 - achieved 1@L7 Farr 67%, VC 52%, national 43%

School Leavers

We effectively support all of our pupils towards achieving a positive destination, including an increased number of students going on to further & higher education. We have achieved excellent results over time.

	Farr	VC	National
Higher education	50%	42%	41%
Further education	25%	30%	25%
Apprenticeships/training	25%	<1%	3%

Cohorts

Our S4,5,6 pupils study as a common cohort. This widens opportunities for presentation & supports pupils being presented for the appropriate level.

We have had no exclusions this year

School vision, values and aims

Lèirsinn, luachan agus amasan na scoile

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



SCHOOL ENVIRONMENT

- ◇ A welcoming & calm environment with clear expectations of behaviour
- ◇ Stimulating classrooms which celebrate learning
- ◇ A safe place where pupil voice is heard & respected
- ◇ A learning environment where pupils are encouraged to do their best & strengths are recognised
- ◇ Wellbeing is prioritised for all & supported in appropriate ways
- ◇ Success is celebrated & encouraged
- ◇ Opportunities for leadership are available for all



STAFF



- * Teachers who are passionate about their subject & share their expertise & knowledge with skill & enthusiasm
- * Teachers, pupils & all members of our school community have positive relationships with each other
- * Communication is clear & effective
- * Staff are flexible & willing to adapt and change as needed
- * Staff know pupils as individuals
- * Teachers are committed to life-long learning & embrace new ways of teaching



LEARNING & TEACHING

- ⇒ Well planned & resourced lessons
- ⇒ Clear expectations, with tasks broken down & clear learning intentions & success criteria
- ⇒ A range of different ways of learning: interdisciplinary, active, outdoor, collaborative, trips etc
- ⇒ A curriculum that is tailored to need and accessible for all
- ⇒ Students experience a range of different teaching styles & variety in the tasks they are set
- ⇒ Pupils are challenged
- ⇒ Learning is linked to career pathways & helps identify & develop transferable skills
- ⇒ We make the most of our unique environment & the opportunities this gives us



- ⇒ Creativity is encouraged & celebrated
- ⇒ Effective feedback is given & supports learning
- ⇒ Lessons are enjoyable & made up of a range of activities: team & independent work, practical activities, learning through games, problem solving & creative tasks etc
- ⇒ Revision is supported & alternative methods provided
- ⇒ Pupils are well-supported to manage & cope with stress, including during the run-up to exams.

- Our students are **challenged** to do the best they can and to be the best they can be
- Members of our school community **respect** each other & celebrate difference
- Our school is a **nurturing** environment and a safe place for all who attend, work and visit here.

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:

Supporting Family Learning

Purpose:

To support our parents and carers to understand how their children learn and are assessed and how best to support them in their learning.

Progress:

✓ We have identified which aspects of learning parents want help with to support their children.

✓ We have provided opportunities for parents to become involved in wider aspects of school life

Impact:

✓ Our family learning programme has been responsive to identified needs. For example, pupils felt their parents most needed support to help them in the STEM subjects & in music. As a result of this we now share course outlines, resources & subject specific links. Individual pupil targets & class assessment dates are also now shared. In our most recent questionnaire, 82% of parents agreed/strongly agreed that the school provides advice on how to support their child's learning at home. We will extend this support in our parental engagement events next session & complete an evaluation to review what impact this has made on increasing parental confidence in supporting their children with their learning.

✓ Online French study support lessons were attended by 67% of parents of children taking the Nat 5 exam. 100% of their children felt better supported by their parents with their speaking revision & the French teacher noted a positive impact on performance. This will be widened out next session to include other subjects, and the impact reviewed.

✓ Family learning is leading to stronger home-school links which are improving outcomes for learners. We are able to offer a wider range of experiences for our children through support from parent volunteers. This has allowed children to gain experience of running events, including organising advertising, money-handling & resource management. This has helped them develop confidence and communication skills – for example, through organising a fund-raising ceilidh. Making new connections in this way has encouraged parents to become more involved in other aspects of school – for example, 91% of parents now feel

encouraged to be involved in the work of the Parent Council, and this has led to a separate fund raising committee being set up which will provide further resources & opportunities for our young people. For example, providing football coaching sessions which will help our children develop footballing skills but also promote good communication skills & positive health & wellbeing.

- ✓ We have provided increased opportunities for parents to engage with partners linked to FE & DYW
- ✓ We have taken a partnership approach to deliver a more robust service for families. Inviting local businesses to attend school events provided opportunities for parents to become better informed about what opportunities are available within different sectors in our area, to learn about which subjects count towards applications & to learn about the application process. In part as a result of this, a number of senior pupils have successfully applied for local apprenticeships & FE courses. 79% of parents attended the event & all reported that it had been helpful/very helpful in informing them about how to support their child as they progress towards 16+.
- ✓ We have undertaken training on web-design & management & started work on developing this.
- ✓ Our 16+ resource is now accessible to all parents online. We will review traffic on our website to evaluate usage & seek feedback from parents & pupils as to impact.
- ✓ Homework/nurture club has become an established part of our school
- ✓ The club has been well-attended since starting, showing it is a place children feel comfortable coming to for help. Pupils report that being able to access subject specialist help has increased their confidence & improved the quality of their homework, as evidenced in teacher feedback.
- ✓ Children attending the club have had a reduced number of logs for missed homework, throughout the year. In term 1, prior to HW club there were 8 logs of late hw for pupils who went on to attend. Over the next 3 terms, there were on average 1.7 logs a term for the same pupils.
- ✓ Teachers report an improved standard in the homework completed by children who attend the club
- ✓ We believe good progress was made in this area.

Next steps

***Run parental sessions on helping with preparation for assessments, how to find and use subject-specific resources & how to support mental health & well-being. The intended impact of this is to have a positive impact on raising attainment & achievement from a better-developed partnership approach.**

***Explore opportunities to engage parents with our STEM Awards programme; this will allow us to draw on their skills and clearly link the programme to the world of work, thus helping our children make informed choices about their post-school destinations.**

***Develop & launch our school website to ensure we are communicating in an effective manner, and that information is easily available whenever it is needed.**

School Priority:

Moderation across the BGE

Purpose:

To increase confidence across the Campus in our use of the Benchmarks to ensure consistent judgements for Achievement of a Level.

Progress:

- ✓ Staff have undertaken subject-specific moderation activities with colleagues & at authority events, and taken part in CPD activities linked to moderation
- ✓ History, Art, Music, Geography, Chemistry & PE have been verified by the SQA resulting in full verification reports.
- ✓ Moderation of literacy has taken place between primary & secondary staff
- ✓ Reciprocal learning visits have taken place between our English and Maths teachers & the primary 7 teachers from each of our feeder primaries

Impact:

- ✓ Almost all staff are confident in producing high quality assessments & in deciding on Achievement of a Level for their subject areas.
- ✓ Subjects selected have had their assessment process quality assured by the SQA and accepted. These teachers are confident that their assessment processes are to the correct standard. Identified examples of good practice will be shared across the school to inform and strengthen verification systems in place in other departments.
- ✓ We have identified a difference in expectation between primary & secondary teachers in our approaches to assessment & the awarding of a level. Through moderating together we are developing a more consistent approach to our use of the benchmarks, to ensure children are assessed and set work at an appropriate level. This will impact on attainment & ensure a progressive experience for children as they move from primary to secondary school because we will be assessing with the same expectations in primary and secondary. This will ensure pupils are set work at the correct level from the start of secondary school therefore supporting improved attainment.
- ✓ Through developing a better understanding of how literacy & numeracy are taught in primary and secondary we are further working towards ensuring pupils are set work at an appropriate level when they move into high school. This will mean that they are effectively supported and stretched which will have a positive impact on

attainment over time. This will be reviewed over the next two years through comparison of attainment data.

- ✓ A number of departments have worked on inter-disciplinary learning (IDL) projects
- ✓ IDL has fostered a more connected approach towards the creation, assessment & moderation of learning activities across different subjects. This has resulted in shared expectations within English, art, geography & music, which helps pupils to be secure and confident in what is expected of them, supporting their attainment. Through IDL, pupils are developing skills such as communication & team work along with literacy & numeracy skills, and seeing how these are transferable across the curriculum.
- ✓ The S3 faculty project on creativity focused on improving health & wellbeing using a range of transferrable skills. Information from this and other areas was consolidated into a pupil-written H&WB booklet which shared strategies & sources of support; in both anecdotal and questionnaire feedback, pupils reported that this was helpful for managing the stresses of revision and examinations.
- ✓ Pupil feedback identified very effective revision strategies within one department. A staff session shared this good practice & resulted in improved staff confidence in this area and the adoption of some of the strategies by other departments.
- ✓ Our Social Subjects department has developed a coordinated approach towards literacy & numeracy within their subjects
- ✓ Vocabulary & skills are embedded at an early stage in preparation for use in national qualifications. After the first year, teachers report that answers in jotters are more detailed & of a better quality & that students show a better understanding of words that will be required for S4, as evidenced in data analysis through google. We will review impact on attainment next year when the first cohort sit qualifications.
- ✓ Jotter sampling has taken place for our S3 pupils
- ✓ SMT have a better understanding of teacher expectation & pupil performance across all subjects within this year group. This has informed how we target support & also identified where pupils should be achieving more. This information has been shared with teachers with an expectation that it will inform planning. This will be reviewed next session, along with impact on attainment.
- ✓ We have identified a need for a whole-school focus on differentiation as a School

Improvement Priority for next session, to ensure our curriculum is tailored to need and accessible for all.

✓ Staff have undertaken Education Scotland training on moderation & QAMSO training

✓ Staff did not feel these were beneficial therefore we have identified a need to produce in-house training or to access authority training in moderation.

✓ We believe good progress was made in this area.

Next steps:

***Identify time for English & maths teachers to meet with primary colleagues to plan learning to ensure we are building on prior knowledge and not repeating learning activities unnecessarily. This will ensure maximum progress is made by all pupils.**

***Identify further opportunities for moderation including primary-secondary & with other secondary schools to ensure we are confident in our assessment judgements. This will positively impact on attainment as we will be working to the correct standards.**

***Develop a Campus literacy marking code to ensure all pupils are able to understand and use feedback effectively to improve their work.**

School Priority:

Excellence & Equity

Purpose:

To ensure all children are encouraged and supported to achieve their full academic potential and that barriers to this are removed, including those linked to poverty and rural deprivation.

Progress:

✓ We have worked closely with existing & new partners to support identified pupils/families

Impact:

✓ Pupils at risk of under-achieving have been offered a range of supports and alternative options to help remove barriers to learning. This included the My Future My Success team working with individual pupils to provide support & mentorship & a potential alternative curriculum & route to college. Sessions with Scottish Counselling were very well attended & at capacity for much of the year & our Child Service Worker provided weekly support with sessions very well attended. Pupils and parents have been very positive about the impact of these supports.

✓ Attendance & attainment has been monitored by SMT for identified pupils.

✓ We are able to intervene quickly when attendance & attainment start to slip and to work with families and pupils to address identified issues & where required, seek additional support from our partners. Parents and pupils are better aware of the impact of non-attendance. 58% of

the 38 pupils who have had interventions, have improved their attendance at school

- ✓ Staff have received training on use of the Risk Matrix. Pupil issues are a standing item at every staff meeting.
- ✓ Additional arrangements for assessments are robustly evidenced & flexible to circumstance
- ✓ Pupils are able to access free food and basic staples, along with free calculators for all and stationary as required
- ✓ Success is celebrated & shared in assemblies, on classroom & corridor displays and through the media & social media
- ✓ We have started to work with a wider range of 16+ partners to support our pupils towards positive destinations
- ✓ Staff are aware of pupils who are potentially at risk of under-achieving and are able to monitor & provide support quickly & in a targeted fashion – for example, by providing resources, by putting into place interventions such as handwriting support, etc.
- ✓ Pupils are able to access assessments in a fair and equitable fashion, including through the use of assistive technologies where appropriate.
- ✓ By meeting basic needs we hope to equip pupils to be in the best position to learn. This supports an equitable provision and reduces any stigma pupils may face because of a lack of equipment.
- ✓ Pupils know we value their achievements and are proud of these, encouraging an ethos where students want to do the best they can, both in & out of school. We record participation in extra curricular activities and celebrate in assemblies and through our celebration award.
- ✓ We have a more coordinated & collaborative approach towards supporting our pupils from an earlier stage in their journey towards a positive destination. Social work are now supporting the transition to adult services for identified pupils to ensure they access appropriate provision & continue to receive support. The Bridge to Employment coordinator is exploring local partner opportunities to offer a technical subject within our school.
- ✓ We believe very good progress was made in this area.

Next steps:

***Make more use of Responsibility of All outcomes to review individual progress & assist with targeted intervention for pupils who are not achieving outcomes. Impact will be measured by their progress through the ROA outcomes over the course of the year.**

***Continue to support pupils and families who are not fully engaging with learning, including addressing any barriers identified. Impact will be measured through attendance, attainment, pupil health & well-being etc.**

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

We ran a homework club from the start of the year, targeted at BGE pupils. Attendance has been strong throughout this time. Pupil feedback has been very positive & data shows homework is now done in a more timely fashion and to a better standard for 100% of targeted pupils who attend. Pupils also report that they feel better-supported & less anxious about doing homework. In addition, homework club has provided a nurturing space which pupils report that they valued.

In consequence, pupils attending homework club are producing better quality homework, on time. This means they are able to make more effective progress in their learning in class. Anecdotally, teachers report that some of the pupils who attend the club are also less anxious about approaching the learning tasks they are given in class. We feel the homework club has been a success.

Wider achievements

Coileanaidhean nas fharsainghe

We celebrate our pupil and staff wider achievements in a range of ways, both within school and across our school communities. For example, at whole-school assemblies, through the media including social media & newsletters & on school noticeboards. We record participation in extra curricular activities and use this to encourage pupils who do not participate to get involved and to shape the provision we have in place in terms of the different activities available.

As a very rural school, we seek to widen the opportunities for achievement for our pupils in a number of ways. We organise a range of activities including after school clubs, Duke of Edinburgh & various curricular and extra-curricular trips. We also bring in outside organisations & visitors as appropriate. Financial assistance is always available to ensure equity of access for our children & families. Pupils are encouraged to shape our provision – for example, through identifying which extra-curricular activities they would like us to offer & which trips they would like us to run. We also offer a range of leadership opportunities at all levels within the school. Through these activities we provide opportunities for our pupils to develop skills including social skills and leadership skills. By widening their experiences we hope to encourage our pupils to be ambitious & to consider new avenues to follow, whether that be in terms of their personal interests or in relation to further study and the world of work.



Comments from learners, families, stakeholders and staff

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

Parent Comments:

- The school is doing a fantastic job and should be proud of what they do.
- All my children have immensely enjoyed their education at Farr School, which has given them the confidence in their future careers.
- As a parent of a child with additional needs, where his last placement didn't work out, I was anxious. All staff at the school are a credit to each other & clearly make an exceptional team that are an example to pupils.

Partner Comments:

- It is a pleasure to be part of the school, the children are so polite and well mannered, are fun & hard-working.
- My favourite school to come to.

Pupil Comments

- A pretty cool place. It's fun, safe & very adventurous
- Farr is inclusive, remote & friendly. Teachers are very helpful with my learning.
- There are good opportunities to do things outside of the school that I like, for example attending the Caithness Music Festival, Duke of Edinburgh and the 3 day taster at St. Andrew's University for pupils in a rural community.
- Laid back approach to school, not in a negative way, but positive as you feel safe to do what you want to do.

Teacher Comments

- Farr High is a brilliant place to work. Pupils, teachers and the wider community have a common goal of excellence and achievement for all. The SMT & all of my colleagues are approachable & professional.
- Farr High is a wonderful place to work. – I feel that we are really good at providing an enriching experience for our students. Opportunities for students are plentiful & we are really good at supporting students individual needs.
- I am really grateful for our PSA provision – relationships are strong & am grateful for their help in class as a resource that can be used to target & aid individuals.

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	SECONDARY
QI 1.3 Leadership of change	Choose an item.	Choose an item.	Good
QI 2.3 Learning, teaching and assessment	Choose an item.	Choose an item.	Good
QI 3.1 Wellbeing, equality and inclusion	Choose an item.	Choose an item.	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Choose an item.	Choose an item.	Very good

	2021	2020	2019
1.3	Good	Good	Good
2.3	Good	Good	Good
3.1	Very good	Good	Good
3.2	Good	Good	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Learning, Teaching & Assessment
- Raising Attainment
- Wellbeing

Planning ahead

A' planadh air adhart

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 [ADD LINK](#) or by contacting the school office