



2022/23



FARR PRIMARY SCHOOL & ELC
BETTYHILL, BY THURSO, CAITHNESS, KW14 7SS

Introduction: Local and National Context

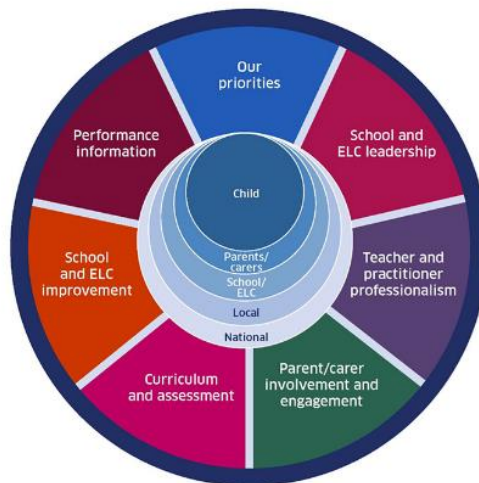
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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](#)

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%

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.

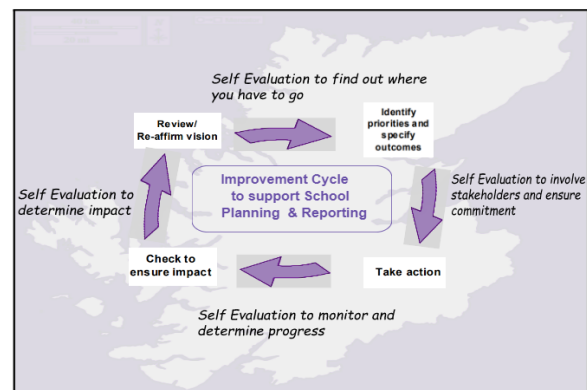
When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.

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 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
91.73%

Average Class Size
13

Meeting PE Target
Target Met

Pupil Numbers
27

Teacher Numbers
2

Pupil Teacher Ratio
1:13

We have had one exclusion this year.

Farr Primary School is located in a rural, coastal setting serving the local community of Farr, Strathnaver & Borgie.

There are 27 children attending the school and 7 children in nursery, ranging from N3 - P7. P1-3 and P4-7 are taught by 2 teachers and there is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Farr Primary School. The headteacher is supported by a depute head teacher and principal teacher. Farr Primary School and ELC are part of the North Coast Campus.

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 is satisfactory and in numeracy and mathematics is good. The majority of children achieve appropriate CfE levels in literacy and numeracy and, across the school, all children who face barriers to learning are making progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Satisfactory progress

Writing

Satisfactory progress

Listening and talking

Good progress

Numeracy

Good progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



KINDNESS • **INCLUSION** • **RESPECT**
 caoimhneas • in-ghabhail • 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:

Embedding Progressions

Purpose:

To develop a more robust approach across Campus ELCs in using progressions to ensure a high quality, cohesive approach towards tracking & raising attainment.

Progress:

Content:

- ✓ Time was allocated throughout the year for staff to come together to consider the progressions. This was formalised within our QA calendar.
- ✓ Staff needs were established via a survey during term 1 around confidence in the use of progressions. This was then followed up in term 3 to gauge progression in staff confidence

- ✓ Throughout the session information was shared with parents about our use of progressions and how their child's progress is tracked against these.

- ✓ Time was allocated for staff to visit other establishments across the campus to share good practice; the majority of staff have had the opportunity to visit at least one setting.

- ✓ Seesaw was introduced as a virtual profile

- ✓ HGIOELC and CI Quality Framework continue to be used within the setting. Sessions

Impact:

- ✓ EYPS have become more confident in using progressions which means they are more secure in identifying next steps in learning. This means we track specific areas of individual achievement & progress and target learning experiences accordingly. Our Support Worker has also started to become more familiar with the progressions.

- ✓ Staff are making more robust use of HGIOELC and the CI Quality Framework as self-assessment tools. Through exploring best practice they are developing confidence in their own work.

- ✓ Parental feedback tells us that this has helped them understand better how the curriculum works within the ELC & how this continues into primary school & that they are therefore better able to support their children.

- ✓ Due to repeated absences we were not able to take this forwards but hope to do so next session. The intended impact is that staff will take good practice back to our own setting and use it to the benefit of our children.

- ✓ Seesaw is now used to inform parents about significant learning as well as fun activities & to celebrate success. Parents have instant access to children's experiences. Parental feedback is that this has been a positive move forwards for communication.

- ✓ Staff continue to meet regularly with DHT to discuss and evaluate the setting and our

continue to be formalised by including in the QA calendar.

- ✓ All EYPs are members of a working group, focusing on progressions.
- ✓ Staff observations are timetabled in the QA calendar and carried out by the DHT.

practice. Additionally, staff engage in assessing the ELC using the PDSA cycle as recommended by the Care Inspectorate. The impact of this is a streamlined, focussed approach to self-evaluation that all staff members are fully engaged with. All staff have stated that they feel the QA calendar gives clear structure to our quality assurance processes. The robust QA calendar ensures all aspects of our ELC setting are being evaluated, monitored and tracked.

- ✓ Through sharing and discussing their practice with EYPS from across the campus, then with the P1 teacher from their own setting, EYPs have further embedded their understanding of progressions; this can be seen in their tracking documents
- ✓ Staff are supported to develop awareness and to discuss/work on next steps with the children. Progressions give a clear focus to what the child has to work on and are presented in child friendly language to ensure understanding. These were shared with parents at two parental sessions throughout the year.
- ✓ Good progress has been made with this priority.

Next steps:

- *Continue to support staff in the use of progressions.
- *Ensure staff are abreast of current documentation & literature & incorporate this into practice.
- *Review parent knowledge and understanding of our use of progressions & continue to expand opportunities for an active role within the ELC.

School Priority:

Understanding & improving assessment & moderation strategies within BGE

Purpose:

Empower teachers to make an informed judgement on achievement of a level and to develop a consistent approach in the use of benchmarks.

This project was developed in response to dips in both literacy and numeracy across Highland. Good practice already exists within our schools regarding both formal and informal assessment practices, however, we need to ensure consistency. The primary campus came together for moderation activities throughout the year but these need to be up-scaled to include the Campus, local authority and beyond to ensure consistent judgements for achievement in a level.

Progress:

Content:

- ✓ Time was allocated for moderation across the campus & formalised by inclusion within the QA calendar.
- ✓ Staff and QAMSOs undertook training around how to construct High Quality Assessments, led by Education Scotland.
- ✓ Campus moderation event took place during an in-service day, enabling all teaching staff to work in groups to moderate given pieces of writing.
- ✓ Attainment (tracking) meetings are timetabled in the QA calendar three times yearly, focussing on pupil progression of and through a level

Impact:

- ✓ Through meeting to consider pieces of writing which are moderated against the benchmarks, staff are developing a better understanding of agreed standards. They are working towards consistent expectations of pupils.
- ✓ Staff are becoming better able to judge whether SC are relevant & allow sufficient progress.
- ✓ Very limited impact as staff found training confusing and uninformative.
- ✓ Increased awareness of inconsistencies in expectations between primary and some high school staff. From this we have identified a need for further opportunities to work together to foster a more joined-up and consistent approach.
- ✓ Staff have an opportunity to discuss pupil progress with DHT, allowing scrutiny of samples of work. This allows a more in-depth & consistent approach to use of the benchmarks. We have put a new, more informative tracker in place which all teaching staff now use. Having all our data in one place supports more effective scrutiny of it.
- ✓ Good progress has been made in a number of aspects of this priority.

Next steps:

- ✓ Identify further opportunities for moderation across the BGE
- ✓ Broaden the range of subjects moderated during CCMs
- ✓ PT will participate in QAMSO training

School Priority:

Equity & Excellence

Purpose:

This priority has been identified in response to potential gaps in learning linked to poverty and because we recognise the need to ensure all children are encouraged and supported to achieve their full academic potential.

Progress:

- ✓ Liaise with partners to identify families which may be struggling & to identify sources of support.
- ✓ Review of attainment data to identify pupils at risk of under achieving
- ✓ Monitor attainment data for all pupils
- ✓ Monitor attendance for all pupils

Impact:

- ✓ We have been able to put in place measures within school to support identified families & signposted them to sources of external support. For example, we are currently working with the disability team & social work department to assist a family with housing issues. We hope the impact will be that they are found more suitable accommodation – to be measured in the future.
- ✓ Staff session on using data to identify need, focusing on risk matrix and insight data. Emphasis was placed on which pupils required to be pushed and which pupils required additional support. This has led to increased staff awareness and appropriate & timely support given to pupils. 66% of targeted pupils have increased their reading skills and number bonds in P1-3, and 100% of targeted P4-7 pupil have increased their knowledge and understanding of multiplication and division through times tables.
- ✓ Formalised meetings take place on a timetabled basis with each member of staff to monitor attainment & identify relevant next steps. This is informed by regular jotter sampling, assessments and teacher judgement. This, coupled with moderation activities, has led to a better shared understanding of individual pupils' levels and next steps, ensuring staff know where each child is going in their learning journey and why.
- ✓ HC attendance policy has been finalised & adopted & implemented. Through rigorous monitoring of attendance data, we are fully aware of emerging patterns and are able to work with families at a very early stage to negate this. While this is in its infancy, we are confident that this will lead to supporting full attendance at school and addressing any issues which may be affecting pupil attendance. Increased attendance of targeted pupils will help to prevent pupils from falling through the gap.

- ✓ Target setting was incorporated into the QA calendar to formalise the process.
- ✓ Teaching staff share examples of work with parents and celebrate on social media.
- ✓ Closer working partnerships with secondary teachers to support effective transition into high school and a more consistent approach to learning & teaching.
- ✓ Targets are set and reviewed regularly within QA calendar. This supports personalised learning with children's voice informing which targets are taken forward.
- ✓ Pupil work and achievements are shared regularly with parents via Seesaw. Parents can now see immediately what is going on in school, fostering & supporting a partnership approach. This includes new targets and evidence of targets reached, successes in day-to-day learning such as spelling and mental maths tests, Accelerated Reader quiz results, and High Quality Assessments. It also supports pupil choice as many children request a photo or video of a piece of work or proud moment to be shared.
- ✓ A transition event in September allowed P7 teachers to review learning of S1 pupils with secondary staff. This resulted in some pupils being stretched more in S1 and others supported in a more targeted fashion.
- ✓ P7 staff and pupils have met with High School staff for reciprocal visits during Term 4 to ease transition into S1 in August.
- ✓ These have resulted in our gaining a better understanding of learning & teaching across both sectors which will allow us to develop a more cohesive approach to learning & teaching.
- ✓ Good progress has been made in this area and a clear plan identified for moving forwards

Next steps:

- ✓ Support staff to develop use of our new tracking system & to use the data effectively to meet the needs of all of our children – both academic and in terms of their overall health & wellbeing.
- ✓ Continue to identify ways for supporting a more cohesive approach toward the education of children between primary and secondary school.
- ✓ Conduct staff training on use of the new HC attendance policy to develop a whole-school understanding of how this works.
- ✓ Further develop our use of Seesaw within primary & ELC.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil Equity Funding was spent on teacher and PSA time over the course of the year to support identified children to make progress in closing the attainment gap. For example, focusing on developing aspects of literacy & numeracy. Data shows improvement for some pupils in both areas & this is reflected in the assessments that we use to monitor progress. However, due to emerging behaviours, we had to change our plan as the year progressed and so less progress than anticipated was achieved. Full details can be found in the 2022-23 Review within Farr Primary's 2023-34 PEF Plan.

Wider achievements

Coileanaidhean nas fharsainghe

Dedicated Eco Reps & Pupil Council Reps
JRSOS
House teams and House captains
Remembrance
Coronation Celebrations
Fairburn Residential Transition event
Additional transitional events – across all stages
Campus Cross Country
Campus Orienteering
Campus Sports

Comments from learners, families, stakeholders and staff

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

Following a trip, Farr Primary P1-3 class were commended for being very well behaved and listening very well during their visit.

I love coming to Farr and working with the pupils, it is a special place to be

Parental comments on things that make our school special:

friendly & approachable,
kind,
everybody knows each other,
small class sizes

Pupil comments:

I really liked it when we were learning through play – it was fun and interesting, much better than doing work in a jotter. I would like to do it more.

I feel I have achieved in my maths and enjoyed learning new ways of doing things.

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	Very good	Satisfactory	Choose an item.
QI 2.3 Learning, teaching and assessment	Very good	Satisfactory	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Very good	Satisfactory	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Very good	Satisfactory	Choose an item.

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

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- ✓ Understanding and improving assessment and moderation strategies within BGE - primary
- ✓ Parent/Carer engagement and involvement – ELC
- ✓ Excellence and Equity - building community to improve emotional wellbeing and foster learning

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 <https://farsutherland.wordpress.com/> or by contacting the school office