



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

FARR PRIMARY SCHOOL & ELC



Safe + Respected + Challenged

Introduction: Local and National Context

Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework *How Good Is Our School?*⁴ are referenced.

Links to these sources (and others referenced) can be found here:

[National Improvement Framework Improvement Plan](#)
[HGIOS? 4](#) and [HGIOELC](#)
[Health and Social Care Standards](#)
[National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

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

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

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



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Katherine Van Voornveld
Head Teacher
Farr Primary School

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance
94.45%

Average Class Size
15

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
30 (+ 6 nursery)

Teacher Numbers
2

Pupil Teacher Ratio
15:1

Farr Primary School is located in a rural setting serving the local community of Bettyhill, Borgie and Strathnaver on the North Coast of Sutherland.

There are 30 children attending the school and 6 children in nursery, ranging from N3 - P7. P1 - 7 are taught together in two multi-stage class and there is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Farr Primary School, Tongue Primary School and Melvich Primary School. Staff and children from both schools work together regularly.

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 good and numeracy and mathematics is satisfactory. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. A majority of children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Very good progress

Writing

Satisfactory progress

**Listening and
talking**

Very good progress

Numeracy

Satisfactory progress

We have had no exclusions this year

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



Learning & Teaching Framework



Learning and Teaching



School Environment

- ◇ Our school is a nice place to be. It is:
 - ✓ Welcoming and calm, happy and exciting.
 - ✓ A place where we respect each other and where we are kind to each other.
- ◇ 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.
- ◇ Opportunities for extra responsibilities are available for all.



- ⇒ Our lessons are interesting, 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 projects, active learning and trips. We especially enjoy learning in our beautiful local area.
- ⇒ We all learn in our own ways and our needs are met.
- ⇒ We learn with our own class groups, as a whole school and as individuals
- ⇒ Feedback is linked to our Success Criteria and we are encouraged to use this to help us do our best.
- ⇒ Our teachers make our learning fun by: learning through play, active learning and encouraging us to help plan.
- ⇒ Teachers make sure we have choice and our voices are heard. We have a say in our learning.



- ⇒ We have lots of opportunities to be creative in our learning, both indoors and out.
- ⇒ We have incentives that we can work towards in some of our work.
- ⇒ Our teachers and other staff 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



Staff

- *Our teachers are fun, interesting and enthusiastic when they teach us new things.
- * Everyone in our school community has positive relationships with each other.
- * Communication is clear – everyone knows what is expected of them.
- * Staff are happy to make changes as needed.
- * Staff members know pupils very well.
- * Teachers work hard to develop their own skills and find new ways of teaching.
- * Our PSAs are supportive and helpful. If we are struggling, they ask us if we need help.



- Our students feel **safe** in our school, where nurture and kindness are key.
- Members of our school community are **respected**. We include and nurture one another and celebrate difference.
- Everyone is **challenged** to be the best they can be 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:

IMPROVING NUMERACY AT FIRST/SECOND LEVEL (INCLUDING MODERATION)

Purpose:

Raising Numeracy attainment was identified as a priority at first and second level. Working together with others schools from the campus, we took forward Highland's Numeracy action plan which was created in response to dips in attainment across Highland.

Progress:

Content:

- ✓ Staff are increasingly confident in delivering numeracy across the curriculum

- ✓ Staff have had protected time to focus on the development of the teaching of numeracy and have therefore been able to develop their understanding of the numeracy framework

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- ✓ Some staff are using the Highland Numeracy Framework as the basis for numeracy teaching at all levels
- ✓ Staff have benefited from working collegiately developing a shared understanding, which has been supported through externally led sessions and resources
- ✓ We have made some progress in this area regarding staff confidence, however, paused this priority following advice given during an Education Scotland inspection in Term 2.

Next steps:

Data shows that addressing gaps in attainment continues to be a priority for our school, therefore this will be a School Improvement Priority next session.

School Priority:

BUILDING COMMUNITY TO IMPROVE EMOTIONAL WELLBEING AND FOSTER LEARNING

Purpose:

This priority was a continuation of a programme of work undertaken during session 2023-24 to further develop a positive ethos across the school and thereby support improved attainment as well as pupil & staff wellbeing.

Progress:

Content:

- ✓ Staff have been further empowered to make positive changes within the classroom and whole-school environment.

Impact:

- ✓ Through attending training and collegiate sessions with our Educational Psychologist, we have reflected on how our own practice eg body language and facial expressions, impacts on the children within our classes. We have gained a better understanding of the unintentional impact we as professionals can have on our learners and on each other.
- ✓ We are able to consider how aspects such as classroom layout and the use of doors can impact on the learning environment and therefore on pupil attainment and wellbeing.
- ✓ Pupil interactions are more positive and pupils feel confident and empowered to take on new leadership roles such as Peaceful Problem Solvers.
- ✓ Emotional health and wellbeing within our classes has improved. Children are happy, almost all have a positive attitude towards school and their learning.
- ✓ We feel we have made good progress in this area.

Next steps:

- **Continue to prioritise pupil and staff health and wellbeing**
- **Revise our Positive Behaviour policy**

School Priority:

STRENGTHENING COMMUNITY LINKS WITH A PARTICULAR FOCUS ON DYW

Purpose:

To help our children gain an understanding of the world of work through fun interactive sessions with the local workforce.

Progress:

Content:

- ✓ We have taken advantage of a range of opportunities to explore the world of work through working with different partners.

Impact:

- ✓ Children have visited a range of local businesses such as the local café and library, which has increased their awareness of different workplaces. This was done in response to pupil voice. This was highly commended in our recent inspection.
- ✓ Our partners are more aware of how they contribute to the work of the ELC, increasing future opportunities.
- ✓ Children have developed their vocabulary linked to the world of work.
- ✓ We have made very good progress within this priority.

Next steps:

Work with staff to evaluate the project

Identify new opportunities outwith our community.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF has been used to support pupil progress, with some success. All pupils have made progress with gaps reduced for all and significantly for some.

Wider achievements

Coileanaidhean nas fharsainge

P6 pupils got through to the national final of the Euroquiz and will be representing Highland at the final in Edinburgh in June

We have achieved our bronze award for Rights Respecting Schools and are on track for achieving our silver award in October

We received a range of positive feedback from our recent inspection and our ELC was commended for their practice

We have successfully fundraised to buy new equipment and resources for our outdoor play area, which all our pupils are enjoying using

We have had lots of new learning experiences provided by Eden Court, linked to Rights Respecting agenda

We have a new outdoor learning classroom in our polycrub, which we are enjoying using for planting and growing and learning about the outdoors

Comments from learners, families, stakeholders and staff

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

Family comments:

- ✓ The children did so well at the Mod. We were very proud of them all.
- ✓ (regarding a school trip) our child had a fantastic time today, thank you for organising it.
- ✓ (regarding an Easter fun day) Brilliant effort from both primary teachers and canteen staff!! So much fun for the kids.

Pupils Comments:

- ✓ I love lunch break because I love to play football – it is really fun.
- ✓ My favourite thing about school is reading for enjoyment because reading is my safe space.
- ✓ Doing art with my class makes me feel relaxed, calm and happy.
- ✓ I don't want to change anything about school.
- ✓ My favourite thing about school is 'Fun 31' because I get to be with all my friends.
- ✓ I like geography best because I do it with the High School teacher.

Staff comments:

- ✓ The primary children's behaviour has improved immensely.
- ✓ Behaviour has been a key focus since I joined the school, and I have seen gradual improvements through setting clear and consistent expectations. Overall, my experience has significantly strengthened my classroom management skills
- ✓ I believe we are making strong progress in preparing our pupils holistically for life beyond the school setting, which remains a key driver of my professional motivation and satisfaction in the role.

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

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

- *Literacy – improving writing*
- *Raising Attainment in Numeracy*
- *Successful introduction of 2 year olds into our ELC*

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.