



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Farr Primary & Nursery School



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Introduction: Local and National Context

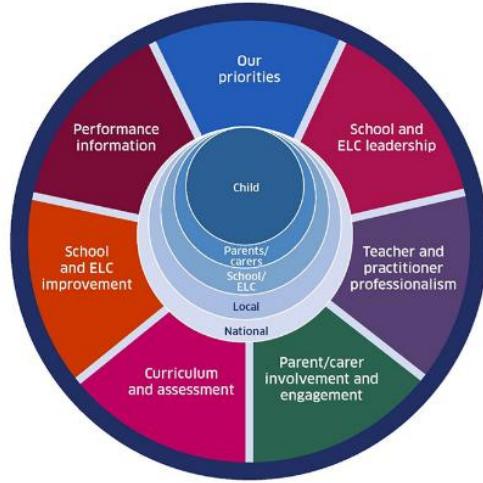
Ro-ràdh: Co-theacsa ionadail agus Nàiseanta

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%

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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 daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Kirsty Guthrie - Head Teacher
Farr Primary & Nursery School
Inverness

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School Profile

Pròfil 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
94.9%

Average Class Size
19.7

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
59 (+19 Nursery)

Teacher Numbers
4

Pupil Teacher Ratio
16.4

N3 7	N4 10	P1 10.2%	P2 11.9%	P3 20.3%	P4 18.6%	P5 10.2%	P6 16.9%	P7 11.9%
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SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 10-20%	SIMD Q3 80-90%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 20-30%	No ASN 70-80%	FSM³ 0-10%	No FSM 90+%	EAL⁴ 0-10%	No EAL 90+%
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2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Writing

Listening and Talking

Numeracy

Most

Most

Most

Most

We have had no exclusions this year.

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

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision:

Our vision at Farr Primary and Nursery School is to provide a nurturing and stimulating learning environment where all children can achieve their potential, so that they can contribute to a global society as confident, healthy, happy and lifelong learners.

Values:

School values were reviewed and decided on through consultation with staff, pupils, parents and the wider community in April 2017. The chosen values, which underpin all elements of school life, are:

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Aims:

Everybody is welcomed, treated fairly and with respect. We learn together within a challenging but supportive environment. We provide high quality teaching and learning experiences which promote active learning. We respect and care for everyone and everything around us in school and in the wider environment. We engage actively with the local community to improve and sustain our environment



Curriculum Rationale updated session 2023-2024

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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: Assessment and Moderation – Moderation Collaborative

Purpose:

Build on previous School Improvement priorities on Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment. Still some work required on consistency of assessment across the school. Data in TMR from ongoing formative assessment, SOFA & NSA data is not being used consistently to plan learning and teaching.

Progress:

- By June 2025, data will show that all staff are using the tools to support moderation and inform learning and teaching.
- By November 24, all staff will have analysed NSA and SOFA data and have planned interventions for those children not on track.
- By June 2025, school tracking data will indicate increasingly accurate judgements in overall Literacy and Numeracy across the schools involved.
- By June 25, almost all staff report improvement in teacher confidence in making ACEL judgements.
- ELC Staff to collate and analyse Developmental Overviews and use data to inform planning learning experiences
- All staff (including ELC staff) to use Progress & Achievement in Seemis

Good progress has been made in this area

Impact:

- ✓ Staff across all stages are using the tools to support moderation and inform learning and teaching. This is evident in planning documents and from feedback from staff.
- ✓ Staff and HT analysed all assessment data early in academic session and then planned interventions and support for children not on track with learning. Strategies are measured and evaluated regularly to measure impact and success.
- ✓ School tracking data is showing improvement in the accuracy of judgements across stages.
- ✓ ELC staff collated and analysed Developmental Overviews at regular times throughout the year. This information has been used successfully to inform intentional planning.
- ✓ All staff (including ELC staff) are using Progress & Achievement in Seemis to track progress over time.

Next steps:

- Further develop and embed previous development work on Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment to ensure consistency across the school - 2025-2026. All Teaching Staff to attend authority 'Raising Attainment Strategy' event in September
- Review approaches to continuous profiling and reporting –evaluation of progress to date.
- Continue to work with colleagues across the IRA ASG (from ELC-P7) to develop high quality learning & teaching strategies as a team and with colleagues across the ASG. 2025-2026 - SIP Key Priority 3 – Moderation with colleagues across the Associated Schools Group

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School Priority: Developing our Outdoor Learning Provision

Purpose:

To ensure that our children have autonomy of their learning, and experience learning and teaching that is engaging. This includes, both outdoors and indoors, our approach to play pedagogy and how we develop children's creativity skills: curiosity - open-mindedness - imagination - problem solving. Our Parent Council have recently acquired a small area of the woodland next to the school playground and we would like to utilise this area to enhance learning, teaching and wider achievements for all children.

Progress:

- By June 2025, pupils will develop skills for life, learning and work.
- This session, pupils will understand the sustainability agenda and how they can play a part in the guardianship of Farr.
- Children have their right to play realised
- Children experience meaningful, regular outdoor learning sessions which enhance learning & teaching
- Children have ownership of aspects of their learning -contexts of learning & interests are planned for
- Children and staff report the positive impact of Outdoor Learning on Health & Wellbeing
- Families understand the impact of Outdoor Learning
- Learning will be evidenced through high quality observations (ELC)/ assessments (Primary)
- Our approach to play and playful learning supports the development of creativity skills
- Teachers are engaging more consistently with the Health and Wellbeing Benchmarks to plan, assess and track attainment.
- Play and outdoor learning spaces have been developed for pupils across all stages to support all children.
- A new Health and Well Being Authority progression has been implemented and pupil attainment tracked to improve teaching quality in this curricular area.

Good progress has been made in this area

Impact:

- ✓ Progression of skills are being tracked in profiles across stages – ELC – P7. In some classes, outdoor learning is evidenced in pupil profiles
- ✓ Consultation with parents and pupils took place before developing our outdoor spaces resulting in ownership and increased respect for areas.
- ✓ Children across all stages show an increased understanding of the sustainability agenda and have leadership roles so they can play an increased part in the guardianship of Farr
- ✓ All children from ELC-P7 have their right to play realised evidenced in planning & timetables
- ✓ In most stages children experience regular, meaningful outdoor learning experiences which enhance learning and teaching. All children participated in Bushcraft & Creeping Toad Storytelling sessions funded by our Parent Council
- ✓ Pupil Voice is strong across the school and children continue to have ownership of aspects of their learning. This was evidenced in our recent RRS accreditation
- ✓ Pupil and staff surveys and/or feedback has shown the positive impact Outdoor Learning has on Health & Wellbeing
- ✓ Our Parent Council and wider parent body have supported us closely with this improvement priority this session and value Outdoor Learning and the positive impact it can have
- ✓ Pupils self-assess their wellbeing using wellbeing webs. All children carried out Risk Assessments in the outdoor environment to highlight risks & opportunities
- ✓ RRS Gold Award achieved January 2025
- ✓ Almost all staff use the Health & Wellbeing Benchmarks consistently to plan, assess and track attainment
- ✓ Peer visits – ELC staff visit other settings
- ✓ Staff confidence taking learning outdoors has increased – plans, observations
- ✓ ELC completed Nurturing Nature training in September.

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Next steps:

- Build on progress to date and embed across the school. 'Outdoor Learning Farr Way' to be completed to ensure regular, meaningful, progressive outdoor learning sessions in ELC and across the school. Quality Assurance built in over the year.
- Outdoor space to be maintained and improved as required. All children, staff and families to be consulted and involved with this.

School Priority: Sharing Good Practice across the IRA ASG**Purpose:**

Staff across the ASG at the end of last session indicated that the following input/focus would be useful

- Teachers sharing good practice (72%)
- Time for dialogue with colleagues (88%)
- Speakers in their area of expertise (64%)

Progress:

- Staff reported in surveys that they have a shared understanding of selected features of pedagogy following sessions
- Improved approaches to teaching and learning were reported after input at sessions.
- Overarching aim to raise attainment across curriculum. Individual school data analysed at regular times across the year.
- Engagement with professional reading and research has increased.
- Collaboration between staff and schools within the ASG.
- Experiences of the learners are more appropriately challenging and better matched to their learning needs.

Impact:

- ✓ Increased level of staff confidence noted in surveys of selected features of pedagogy
- ✓ Pre Digital Skills input – confidence level 3.7/6 Post - 4.4/6
Second session – Creativity
Pre input – confidence 3.5/6
Post – 4.4/6
- ✓ Staff engaged with professional reading in preparation for the ASG meetings
- ✓ All staff report the value in meeting & networking with staff across the ASG.
- ✓ All staff have a leadership role in Farr. Within this, a plan is created then a log with impact is kept.
- ✓ In most classes, experiences of learners are more appropriately challenging and better matched to their learning needs.

Satisfactory progress has been made in this area**Next steps:**

- Continue to work with colleagues across the IRA ASG (from ELC-P7) to develop high quality learning & teaching strategies as a team and with colleagues across the ASG 2025-2026 (SIP Key Priority 3) - Sharing Good practice & Moderation across the IRA ASG
- Moderation activities with colleagues in local schools
- Planned opportunities for Early Years Staff to visit other settings regularly – Early Years Network Meetings

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Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

An additional teacher (½ a day a week for 12 weeks) has allowed us to make good progress supporting children across the school. Through targeted interventions in spelling, phonics and communication, children have been supported to progress.

We have supported families with attendance and as a result our attendance has improved this year. Our Pupil Support Assistants have attended relevant training and have worked closely with the Head Teacher this session which has improved communication and consistency of support across the school.

Wider achievements

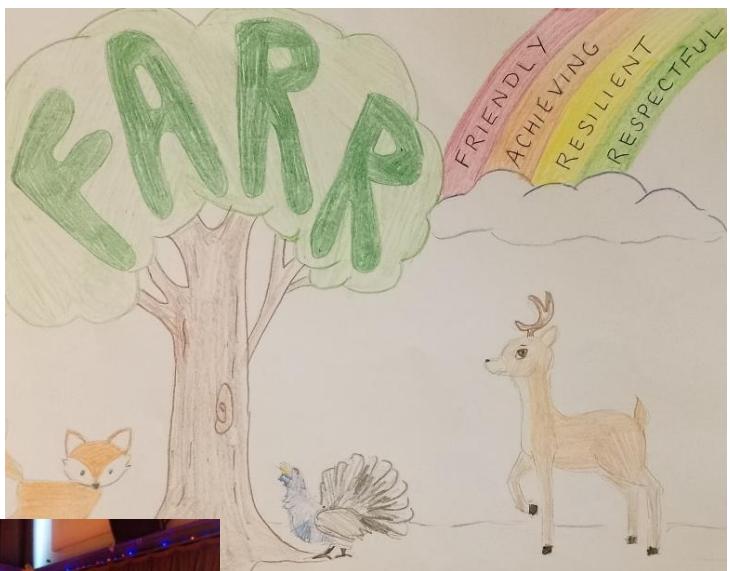
Coileanaidhean nas fharsainge

Through working with partners, our children have had a range of opportunities for wider achievements, both as part of curriculum learning and extra-curricular learning.

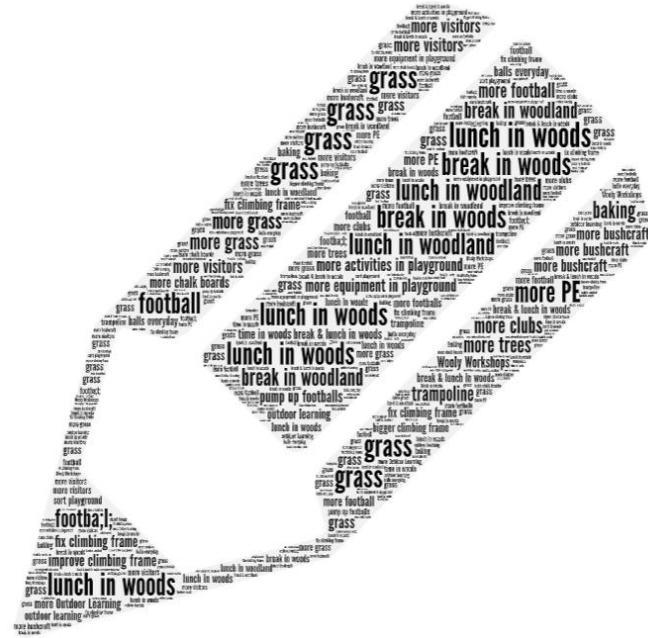
We have:

- continued to work in partnership with the Youth Music Initiative (YMI) to support children's music development with targeted year groups
- worked in partnership with Eden Court and Inverness Caledonian Thistle Football Club to improve children's mental and physical wellbeing
- worked in partnership with our local windfarm, our Active Schools Coordinator and parent volunteers to provide a range of out of school activities at no cost to families
- had children represent us in a range of athletics, cross-country and community events
- Following our RRS accreditation visit we achieved GOLD Rights Respecting Schools
- Achieved Core Reading Schools accreditation then we were successful and achieved Silver Reading Schools too this session
- A group of P6 learners represented the school at the Euro Quiz held in March
- Children and families took part in the Blythswood Shoebox Appeal again this year.
- Reaccreditation of Sport Scotland School Sport Award – GOLD 2025-2027
- P7 Rotary Quiz- our team won their heat in Inverness in February and then also won the regional final in Forres in May. They then went forward and represented Farr at the Area Finals in Aberdeen.
- P1-4 performed at the Inverness Music Festival. They were delighted to receive a distinction certificate and came first in their section!
- Nursery – P7 performed a Christmas Nativity show in December at Farr Hall was well attended and thoroughly enjoyed by all the children, friends and family of Farr Primary and Nursery.
- Quality improvement Framework for Early Learning and Childcare Sectors - Farr Nursery were selected to be part of the pilot inspection process of the new joint framework which is being launched in September 2025. In March an inspector from The Care Inspectorate visited our setting and we were delighted with the report and pleased the inspector recognised all the great work that is happening in our Nursery





Next Steps



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

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

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning Prìomhachasan airson planadh airson leasachadh

1. Raising Attainment in Numeracy
2. Technology
3. ASG focus – Moderation (Numeracy)

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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 on our website [Farr Primary School | Inverness, Scotland \(wordpress.com\)](https://farrprimaryschoolinverness.wordpress.com) or by contacting the school office. farrinv.primary@highland.gov.uk

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