



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Farr Primary & Nursery School, Inverness

PRIMARY/ELC



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%

Friendly

Achieving

Resilient

Respectful

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



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.

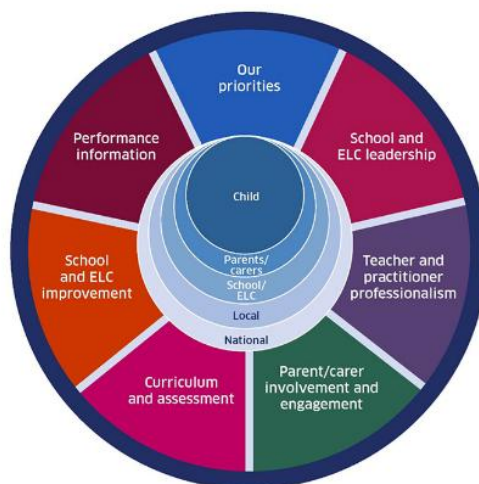
Relationships:

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.

National Improvement Framework Priorities



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](#)

Friendly

Achieving

Resilient

Respectful

We are pleased to present our Standards and Quality Report for Session 2025-26. 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

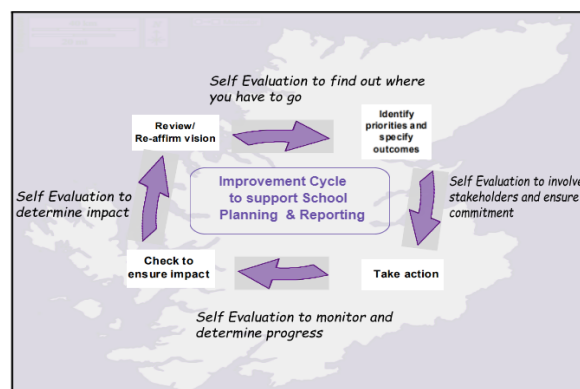
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Miss K. Guthrie
Head Teacher
Farr Primary & Nursery School
Inverness

Friendly

Achieving

Resilient

Respectful

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 95%			Average Class Size 20			Meeting PE Target Target Met	
Pupil Numbers (inc nursery) 61 (+19 nursery)			Teacher Numbers 4			Pupil Teacher Ratio 16.2	
P1 15%	P2 10%	P3 11.7%	P4 18.3%	P5 20%	P6 10%	P7 15%	
SIMD Q1 ¹ 0-10%		SIMD Q2 0-10%	SIMD Q3 10-20%	SIMD Q4 80-90%		SIMD Q5 0-10%	Unknown 0-10%
ASN ² 30-40%		No ASN 60-70%	FSM ³ 0-10%	No FSM 90+%		EAL ⁴ 0-10%	No EAL 90+%

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Majority	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. Most 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

Friendly

Achieving

Resilient

Respectful

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:

Friendly Achieving Resilient Respectful

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



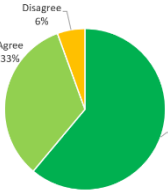
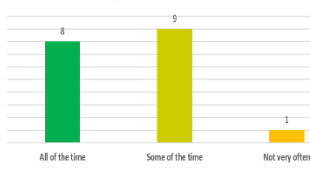
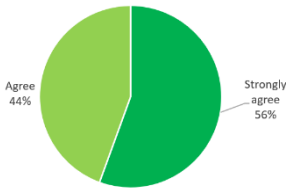
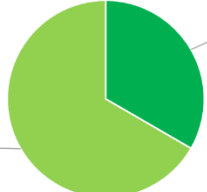
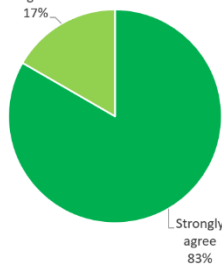
Curriculum Rationale updated session 2023-2024 to be reviewed 2026-2027

Friendly Achieving Resilient Respectful

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 1: Raising Attainment and Achievement in Numeracy Across all Stages.		
Summary of Progress & Impact	Next steps	Stakeholder Views
Through moderation activities both in school and with colleagues from other settings we have worked hard to ensure consistent approaches to teaching and assessing Numeracy across the school. The 'FARR Way' which was created in consultation with children and staff outlines what an excellent lesson looks like and is displayed in each room and discussed/referred to regularly. Teacher and Practitioner confidence in using the Highland Numeracy Progression has increased from 4.25 to 7.75 on a scale of 1-10. Our ELC staff are now using the Numeracy Framework to support planning. Confidence of staff in our ELC and across the school using the pedagogy of Highland Numeracy has increased from 5.38 to 7.75 resulting in improved teaching and learning opportunities across the school. Targeted interventions are tracked and reviewed at least every 6 weeks. Progress has been positive evidencing short, impactful, measurable interventions. From planning meetings and moderation activities, it has been noted planning across the school is more consistent (age/stage appropriate) which ensures progression across stages. Miss Guthrie attended training with Education Scotland and Farr are part of the pilot of the new Self-Evaluation Framework for Numeracy and Mathematics. This will be used to guide next steps in our school improvement in numeracy next session. In addition, all staff have participated in numeracy training opportunities this session. Attainment in Numeracy has increased across almost all stages with an 8% increase in P1, P4 & P7 combined Data. <u>Good progress has been made in this area</u>	Through professional learning opportunities and professional enquiry, staff will engage with literature and research as part of our 2026-2027 School Improvement Journey. Q6. My child finds their learning activities hard enough  From the feedback above, we will continue to focus on pace and challenge and aim for ALL children and families reporting that learning activities are hard enough. Q16. The school organises activities where my child and I can learn together  We will plan more opportunities for family learning during session 2026-27.	Parent Views from Survey conducted May 2026 - Q10. My child is making good progress at the school  Q14. I understand how my child's progress is assessed  Q21. I am satisfied with the quality of teaching in the school 

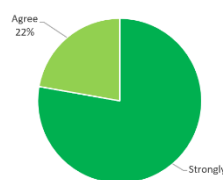
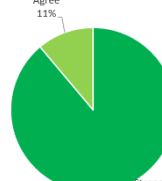
Friendly

Achieving

Resilient

Respectful

School Priority 2: Implementing further use of technology and developing understanding across the school community

Summary of & Impact	Next steps	Stakeholder Views												
The Highland Digital Progression framework is now used consistently across all stages and as a result planning shows progressive skills in digital learning across stages. Across the year increased opportunities for use of digital technology was planned for to enhance learning across the curriculum for Farr Primary School learners. Children have had many opportunities to lead their learning through increasingly innovative use of digital skills and technology – Engineering Project & Aerospace Competition. Feedback from opportunities has been very positive with very good cross curricular learning. Almost all children can discuss and demonstrate how to keep themselves safe in the online world. Collaborative working across stages has been evident - Digital Buddy scheme with Early Years & joint project with P4/5 & P6/7. Staff report an increase in confidence in their use of digital technology across the curriculum resulting in better learning opportunities for children. Within the ELC, use of digital technologies has enhanced, deepened and personalised play and learning across the curriculum. Children within the ELC recognise a range of everyday technologies and increasingly understand how they work. Throughout this academic session we collated evidence for the Digital Schools Award using the framework to guide us and in April, children and staff participated in the validation visit where they shared our digital learning journey. Following the visit we received confirmation that we had been successful! What is more, due to the excellent work happening at Farr, it has been suggested that we are a mentor school for others. See some of the feedback in last column. <u>Very good progress has been made in this area</u>	Build on progress to date and embed across the school. ELC Digital Schools evidence to be collated, finalised and submitted. Digital Leaders (staff & children) to continue. School Improvement Priority – Developing the Young Workforce, Skills for Learning, Life & Work will build on this priority. From Digital Schools Team – Possible next steps for the school could include considering applying for the Digital Wellbeing Cyber Resilience and Internet Safety Award, as they have demonstrated that they have E-Safety values at the heart of their present and future digital planning strategy. The school indicated that their Early Learning Centre (Nursery) will be applying for their own award soon.	Feedback from Digital Schools - Congratulations Farr Primary and Nursery School on achieving your prestigious Digital Schools Award! We are thrilled to recognise your school's commitment to digital excellence. I would recommend that the school take an active role in being a Mentor School for Digital Schools (Scotland) and work collaboratively with schools in their cluster and beyond. The work the school has done on programming drones and taking part in competitions where they have had a level of success is to be commended and this is something they could share with other schools as they move forward. Parent Feedback – Q9.The school supports my child's emotional wellbeing  <table><caption>Q9: The school supports my child's emotional wellbeing</caption><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly agree</td><td>78%</td></tr><tr><td>Agree</td><td>22%</td></tr></tbody></table> Q23.The school encourages young people to treat others with respect  <table><caption>Q23: The school encourages young people to treat others with respect</caption><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly agree</td><td>89%</td></tr><tr><td>Agree</td><td>11%</td></tr></tbody></table>	Response	Percentage	Strongly agree	78%	Agree	22%	Response	Percentage	Strongly agree	89%	Agree	11%
Response	Percentage													
Strongly agree	78%													
Agree	22%													
Response	Percentage													
Strongly agree	89%													
Agree	11%													

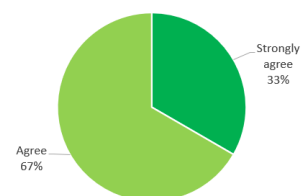
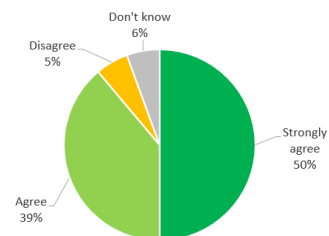
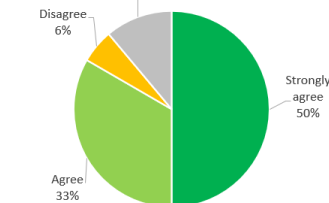
Friendly

Achieving

Resilient

Respectful

School Priority 3: Our Learning Journey – Moderation, Assessment & Sharing Good Practice across the IRA ASG

Summary of progress and impact	Next steps	Stakeholder Views																										
ELC staff have collated and analysed the developmental overviews at regular intervals throughout the year. They have then used the data to inform planning and learning experiences. School tracking data and tracking meeting discussions, indicate increased confidence when making judgements in overall literacy and numeracy. All staff report improved confidence in making judgements Staff have participated in a number of moderation activities throughout the session both in house and with colleagues from across the ASG. Staff are more aware of and utilise the moderation tools available to them to support their judgement. All staff, including ELC use Progress and Achievement in Seemis to track attainment over time. To ensure a shared understanding & consistency across small schools (Aldourie, Farr & Stratherrick) staff have worked together to moderate both end of level judgements and progression within a level using Numeracy Rubrics. All ELC and Support Staff have been out to visit other settings this session. <u>Good progress has been made in this area</u>	Staff to continue to build on confidence and use of Data to inform next steps and judgements. Continue to seek opportunities to work with staff from across the ASG and further afield on moderation activities. Staff to continue to use Progress & Achievement on Seemis to track attainment over time. Staff in Aldourie, Farr & Stratherrick to discuss and agree use of Numeracy Rubrics as a tool moving forward.	Feedback from Parent/Carers May 2026- Q14.I understand how my child's progress is assessed  <table><caption>Q14 Data</caption><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Agree</td><td>67%</td></tr><tr><td>Strongly agree</td><td>33%</td></tr></tbody></table> Q12.I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles  <table><caption>Q12 Data</caption><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly agree</td><td>50%</td></tr><tr><td>Agree</td><td>39%</td></tr><tr><td>Disagree</td><td>5%</td></tr><tr><td>Don't know</td><td>6%</td></tr></tbody></table> Q13.The information I receive about how my child is doing reaches me at the right time  <table><caption>Q13 Data</caption><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly agree</td><td>50%</td></tr><tr><td>Agree</td><td>33%</td></tr><tr><td>Disagree</td><td>6%</td></tr><tr><td>Don't know</td><td>11%</td></tr></tbody></table>	Response	Percentage	Agree	67%	Strongly agree	33%	Response	Percentage	Strongly agree	50%	Agree	39%	Disagree	5%	Don't know	6%	Response	Percentage	Strongly agree	50%	Agree	33%	Disagree	6%	Don't know	11%
Response	Percentage																											
Agree	67%																											
Strongly agree	33%																											
Response	Percentage																											
Strongly agree	50%																											
Agree	39%																											
Disagree	5%																											
Don't know	6%																											
Response	Percentage																											
Strongly agree	50%																											
Agree	33%																											
Disagree	6%																											
Don't know	11%																											

Friendly

Achieving

Resilient

Respectful

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 again this session supporting children across the school. Through targeted interventions in spelling, phonics and communication, children have been supported to progress. In addition, we have supported families with attendance and as a result our attendance has been maintained this year. Our Pupil Support Assistants have attended relevant training and have also been out to visit other settings. As a staff we all continue to work closely together to ensure support across the school is targeted. Teaching Staff meet with Support Staff on a regular basis to discuss plans and share resources.

Wider achievements

Coileanaidhean nas fharsainghe

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 windfarms, our Active Schools Coordinator and parent volunteers to provide a range of out of school activities and activities to enhance learning & teaching at no cost to families.
- had children represent us in a range of athletics, cross-country and community events.
- continued to embed and build on this work across the school following our Gold RRS accreditation visit last session.
- achieved GOLD Reading Schools accreditation this session.
- represented the school at the Euro Quiz held in March by a group of P6 learners.
- participated in the Blythswood Shoebox Appeal again this year.
- continued our work following our Sport Scotland School Sport Award – GOLD 2025-2027
- taken part in the Inverness Rotary Quiz where a team of five P7 children represented Farr and our team came an impressive 3rd
- been awarded Digital Schools status. In addition, due to the great work noted, we have been recommended as a mentor school to support others on their digital journey.
- all participated in a block of Bushcraft sessions building on the learning started last session.
- tracked participation in out of school activities which shows almost all children attend at least one out of school activity.
- continued to support others in our local community where possible. P6/7 visited Daviot Care Home at Christmas time to spread some Christmas cheer and all children made cards for residents in our local community.
- continued to build on leadership roles across the school – leadership at all levels.
- participated and completed Bikeability Level 1 training with a trained parent volunteer.(P5 & 6)
- enjoyed building on our swimming skills and confidence by attending lessons at the Aquadome. (P4-7)
- continued to work closely with FANS and the Parent Council as they are a huge support to the work of Farr Primary & Nursery School.



Friendly

Achieving

Resilient

Respectful





Friendly

Achieving

Resilient

Respectful

Comments from learners, families, stakeholders and staff
Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

This year we used the Self Evaluation surveys to support gathering views from across our school community. As we had a limited response rate, we have gathered further views below -

Feedback from Learners.

What we love about Farr -



Pupil Voice – Next Steps & what they would like more of or introduced – Next Steps -



Friendly

Achieving

Resilient

Respectful

You said

How good is the school at keeping parents informed about progress in Literacy, Numeracy and HWB?

Very good

Excellent.

100%

Very good

Very good, communication is always very good between staff and parents.

Fantastic, our 1st parents evening was very informative and the updates on Google classroom are really good.

How does Farr keep parents informed about progress in Literacy, Numeracy and HWB?

- *Google classroom*
- *Learning trees and meetings have been helpful in finding out about progress and enabling us to help support some education at home.*
- *Reports. Learning trees and Google classroom*
- *Learning trees – meetings*
- *Perfectly*
- *Email, learning trees, google classroom*
- *General class info provided on google classroom with learning trees included.*
- *Comments/feedback made within homework jotter. Parents evening very informative with teacher and class work examples.*
- *Emails, Google classroom, learning trees*
- *Parents meetings, google classroom & school blogs*

We will

Continue to inform parents and families of progress across the curriculum in a variety of ways.

Continue to plan a range of opportunities for families to be actively involved in the work & life of Farr.

Ensure all parents have a number of opportunities to be involved in their child's learning through various activities.

We will continue to offer information on the curriculum and report on progress across the curriculum in a variety of ways.

We will continue to review our channels of communication regularly and adapt as necessary.

We will continue to support and encourage parents/carers to actively engage in their child's learning and the wider life of Farr School.

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:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Raising Attainment in Numeracy (Year 2)
- Play Pedagogy in Early Years & Skills for Learning Life & Work (P3-7)
- ASG focus – Curriculum Improvement Cycle

Planning ahead

A' planadh air adhart

Full details of the school's 2026/27 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://farrinv.primary@highland.gov.uk) or by contacting the school office. farrinv.primary@highland.gov.uk

Friendly

Achieving

Resilient

Respectful