



2024/25

# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD



**FARR HIGH SCHOOL**  
BETTYHILL, BY THURSO, KW14 7 SS

**NUTURE • CHALLENGE • RESPECT**  
araich dubhlan urram

# School Profile

# Pròfil na Sgoile

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 sources.

Farr High School is located in a rural, coastal setting serving the local community of Bettyhill, Melvich, Altnaharra and Tongue on the north west coast.

There are 69 children attending the school organised into 6 year groups, with pupils in S4-S6 grouped together into our Senior Phase.

The headteacher has overall leadership responsibility for the schools within the North Coast Campus: Farr High School, Farr Primary School & ELC, Melvich Primary School & ELC and Tongue Primary School and ELC. The headteacher is supported by a Depute and three Principal Teachers.

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.

We have had two exclusions this year.

## Date relating to our context:

Pupil Numbers	Attendance	Teacher Numbers			
69	92%	13			
S1 16	S2 12	S3 15	S4 8	S5 7	S6 11
SIMD Q1 0%	SIMD Q2 14.5%	SIMD Q3 82.6%	SIMD Q4 2.9%	SIMD Q5 0%	Unknown 0%
ASN 50%	FSM 13%	EAL 0%	<b>Glossary:</b> FTE – Full Time Equivalent SIMD – Scottish Index of Multiple Deprivation SIMD1 % pupils living in most deprived areas SIMD5 – % pupils living in least deprived areas ASN – Additional Support Needs EAL – percentage of learners whom English is an Additional Language		
<b>Attainment</b>					

## Literacy and Numeracy in S1-S3 – Broad General Education -

2024/2025 Proportion of pupils achieving Curriculum for Excellence Levels by the end of S3

Level 3

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Most

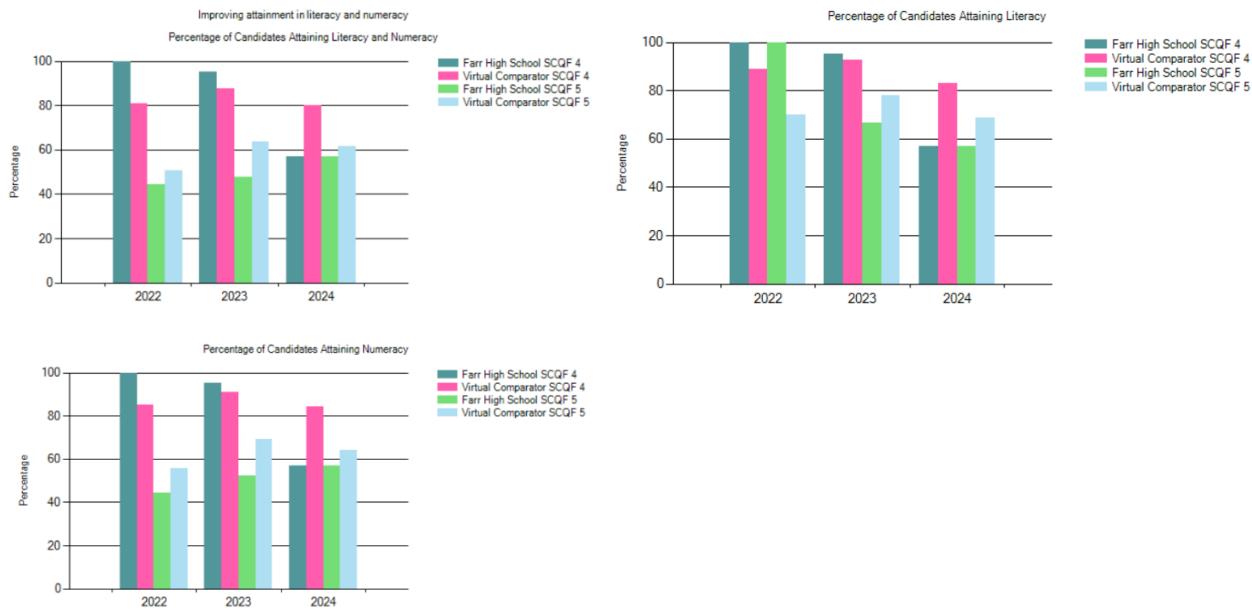
Level 4

Reading	Writing	Listening and talking	Numeracy
Less than half	Less than half	Less than half	Less than half

## Senior Phase

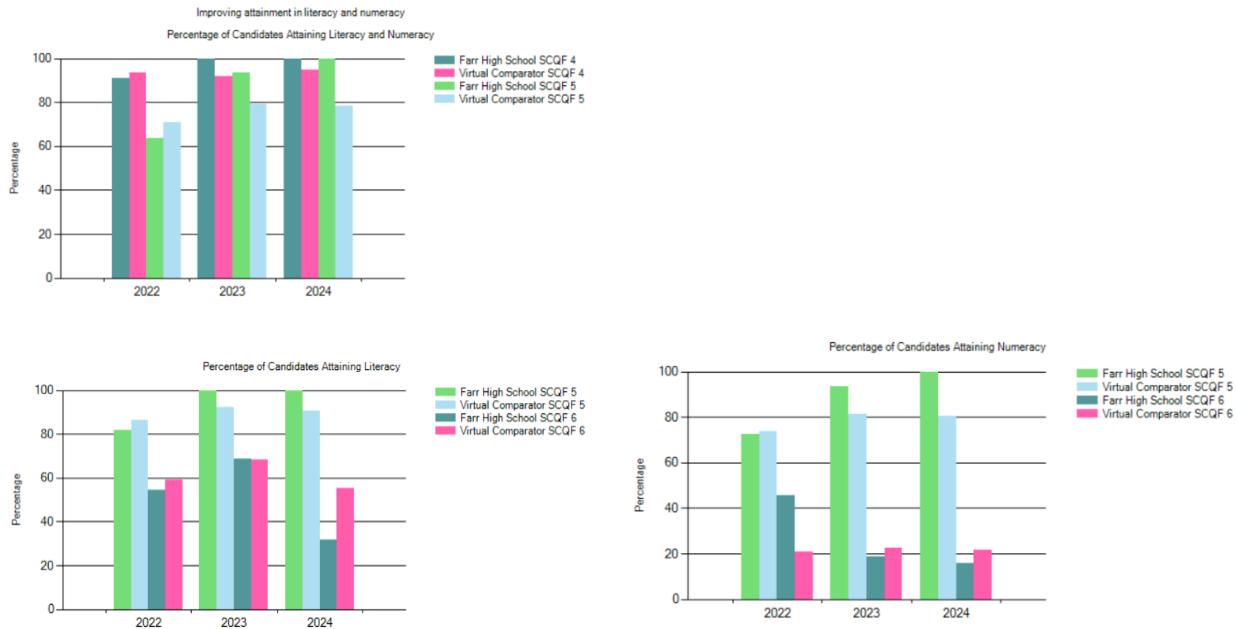
### % Pupils achieving Lit/Num at level 4/5 in S4 compared to VC/National

2024 saw a drop in attainment at level 4 due to a high % of the cohort having significant ASN.



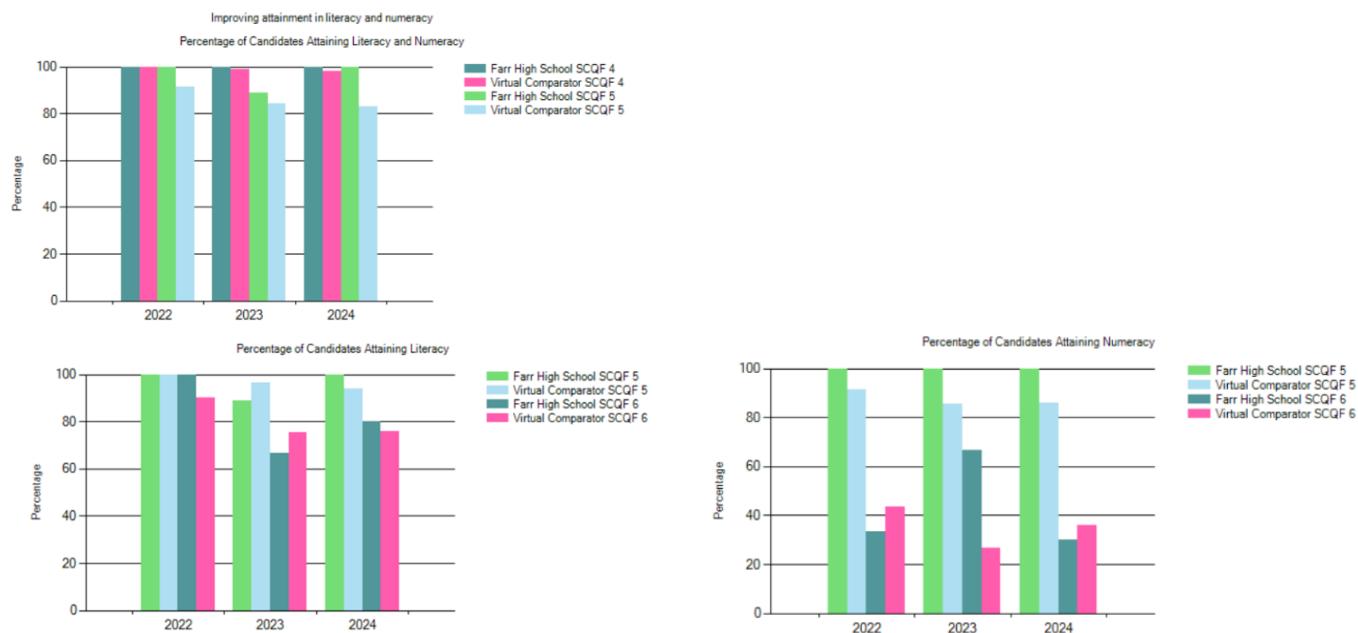
### % Pupils achieving Lit/Num at level 4/5/6 in S5 compared to VC/National

Achievement at level 5 in both literacy and numeracy has risen over the last 3 years.  
Level 6 attainment fluctuates due to small numbers of pupils.



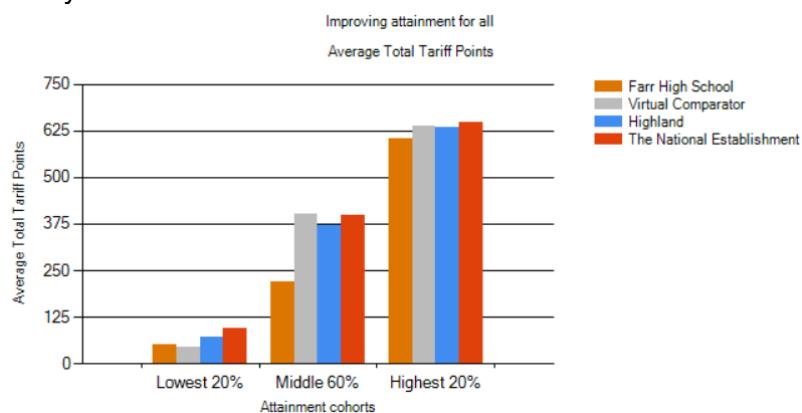
## % Pupils achieving Lit/Num at level 4/5/6 in S6 compared to VC/National

The number of S6 pupils achieving level 5 in both Literacy and Numeracy is above the VC. Level 6 attainment fluctuates due to small numbers of pupils.



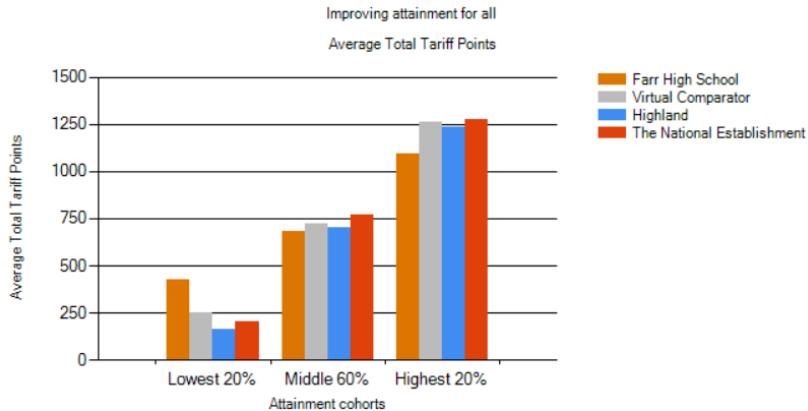
## Attainment for All - S4

We are very proud of the attainment of the cohort this year but due to the small class numbers statistical analysis does not reflect this attainment.



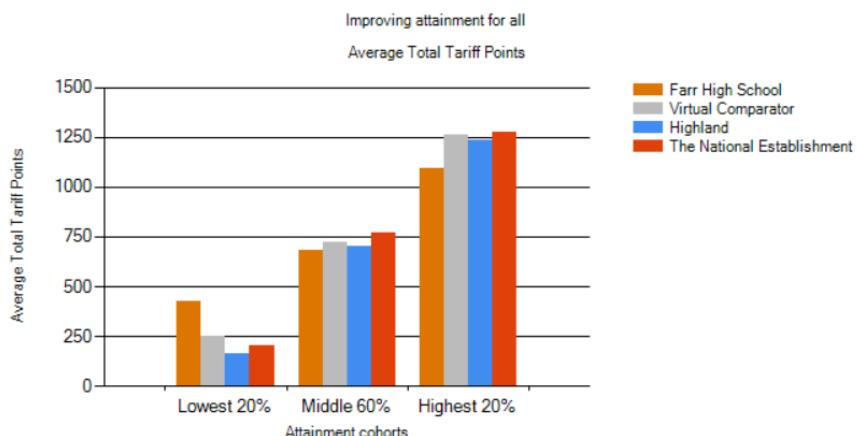
## Attainment for All – S5

Our lowest 20% performed very well compared to all comparators and the middle 60% performed on a par with the comparators. Although the top 20% were slightly below, this is a measure that we have made improvements in over the last few years.



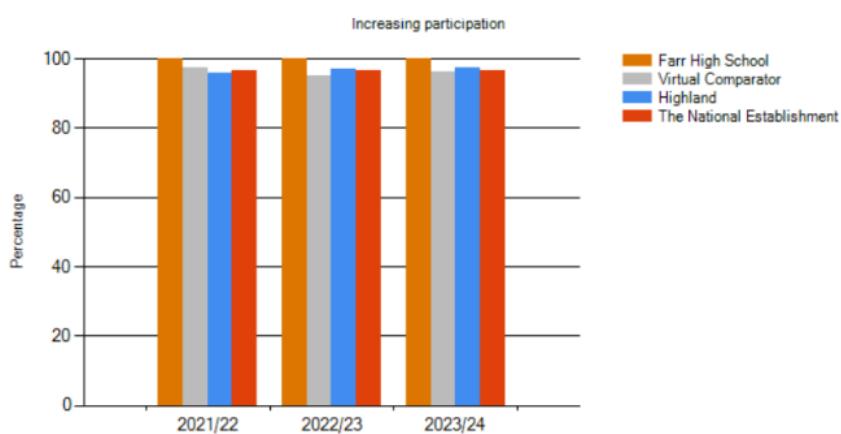
## Attainment for All – S6

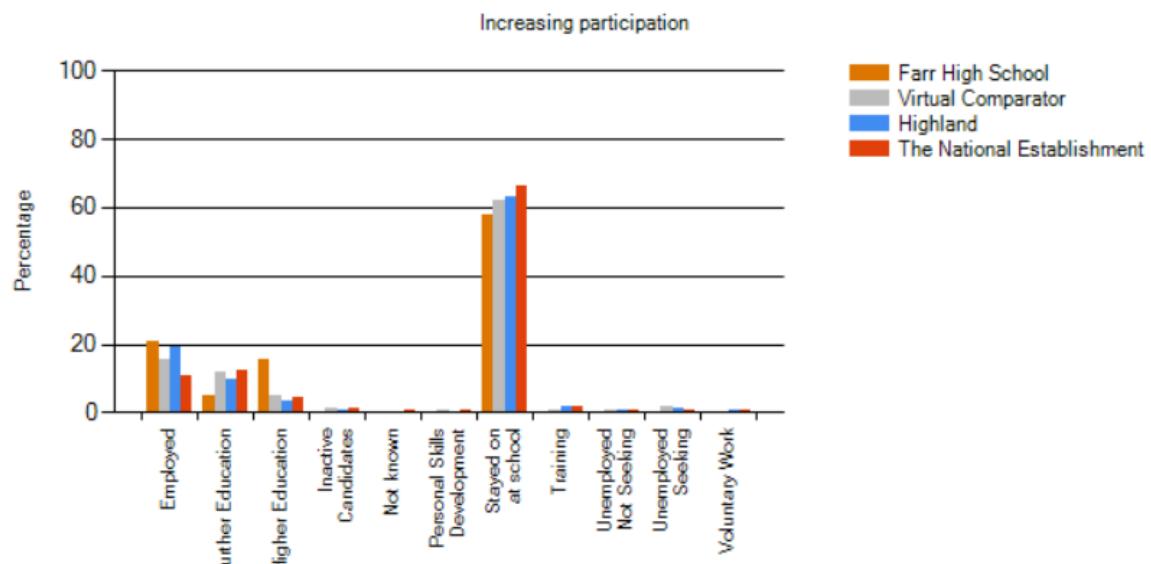
Our lowest 20% performed very well compared to all comparators and the middle 60% performed on a par with the comparators. Although the top 20% were slightly below, this is a measure that we have made improvements in over the last few years.



## Destinations of School Leavers

We continue to achieve 100% positive destinations for our leavers. The number of pupils going on to employment and Higher Education was above the VC and those staying at school was comparable to the VC.





# School vision, values and aims

## Lèirsinn, luachan agus amasan na sgoile



## THE AIMS OF FARR HIGH SCHOOL

1. To ensure that the opportunities available at Farr High School are, both socially and academically, of as high a standard as possible.
2. To ensure that pupils have challenging courses, incorporating specific strategies for raising attainment, through which they may reach their full potential and achieve independence as learners.
3. To incorporate and promote the principles behind the Curriculum for Excellence in line with Authority and Government expectations.
4. To make the best use of new technologies as they become available, including Google Classroom and chromebooks, to widen the opportunities available to our pupils
5. To provide well prepared, appropriately assessed and regularly reviewed courses at all levels in the curriculum.
6. To maintain the highest standard of pastoral care for our pupils and to take full account of their needs through Support for Learning.
7. To ensure that the related principles of equal opportunities, including Racial Equality, together with the overarching concept of inclusion continue to operate and develop across all the school's activities.
8. To ensure that achievement, as much as attainment, is valued and celebrated in our school.
9. To build on our existing good links with the community to help develop a sense of citizenship and belonging in all pupils.



## 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.



# Review of progress of improvement plan projects for session 2024/25

## Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the priorities for Scottish Education based on the National Improvement Framework aimed to deliver excellence and equity. Parent/Carer information is available [here](#).

<b>School Improvement Plan Priority 1: Identify further opportunities for accredited attainment across the school &amp; a way to track &amp; accredit wider achievements</b>	
<p><b>Summary of impact</b></p> <ul style="list-style-type: none"> <li>✓ We have made very good progress within this priority over the course of this academic year.</li> <li>✓ We have increased the opportunities available for pupils to achieve accreditation, in line with the NIF driver of Curriculum and Assessment.</li> <li>✓ Pupils are now able to achieve a national qualification in Scottish Studies, Practical Crafts, Practical Cookery and Media Studies.</li> <li>✓ Pupils have achieved Personal Development and Personal Achievement qualification</li> <li>✓ An increased number of pupils are achieving accreditation for volunteering and their role within the wider community</li> <li>✓ A skills progression has been developed and is starting to be used across the school to track skill development</li> </ul>	<p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Continue to support staff to develop the courses that have started</li> <li>• Continue to identify further opportunities for accreditation and partners who can support us with this</li> <li>• Further role out and embed our skills progression and widen this to include other achievements</li> </ul>

School Improvement Plan Priority 2: Develop a whole-school approach to numeracy across the BGE	
Summary of impact	Next steps
<ul style="list-style-type: none"> <li>✓ We have made very good progress within this priority over the course of this academic year.</li> <li>✓ We have a stronger and more informed understanding of where we are covering the Responsibility for All (ROA) outcomes within the Curriculum for Excellence, through our ROA tracking system which has been filled out over the course of the year.</li> <li>✓ We have gathered information from parents, pupils and staff about regarding attitudes towards numeracy and identifying areas that are seen to be least and most challenging</li> <li>✓ This has allowed us to develop an informed plan of activities which we will be running specifically linked to the data we have gathered, to address identified needs</li> <li>✓ A numeracy booklet has been shared with all staff, setting out a standardisation of expectations and support strategies that can be used within different departments</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to support staff and allocate time for ROA tracking</li> <li>• Further develop our analysis of tracking &amp; the data gathered to ensure we continue to close gaps</li> <li>• Support staff in running off-curriculum, whole-school numeracy activities</li> <li>• Identify further ways to work with our families to provide support in this part of the curriculum</li> <li>• Further develop our partnership approach with our primary schools</li> </ul>

School Improvement Plan Priority 3: Develop a whole-school skills framework	
Summary of impact	Next steps
<ul style="list-style-type: none"> <li>✓ We have made very good progress within this priority over the course of this academic year.</li> <li>✓ We have gathered information from a range of areas to help us identify priority skills and how to track these.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to support staff and pupils to track skills</li> <li>• Continue to support the embedding of skills across the</li> </ul>

<ul style="list-style-type: none"><li>✓ We now have a tracking system in place which has been trialled with set year groups and have provided staff training and pupil support for the completion of this</li><li>✓ Staff are starting to embed skills within their lessons, including through Learning Intentions and Success Criteria.</li><li>✓ All staff are now using our Skills Stampers, which link to our Super Seven Skills framework</li><li>✓ Our Super Seven Skills Framework is widely visible throughout the school</li><li>✓ Our asg primary schools are adopting the same skills and have started to use the stampers too, fostering a collective approach towards this key area</li></ul>	<p>curriculum and within the wider life of the school</p> <ul style="list-style-type: none"><li>• Identify partners to support us within this priority</li><li>• Further develop an approach that is collective and progressive across our primary schools and our secondary school</li></ul>
--	---

# Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

- Additional in-class support has been provided for identified pupils; numeracy attainment has improved.
- Health and Wellbeing data shows pupils report a positive impact on their H&WB from the additional support that has been provided. This is supported by attendance data.

## Wider achievements

## Coileanaidhean nas fharsainge

- A number of our pupils took part in the local mod, with a significant number winning / being placed in the competitions they entered
- Pupils have taken an active role in our local Community Councils, helping to shape their priorities and to take these forwards
- Pupils have been selected to attend St Andrews Summer School
- A number of pupils achieved success in the Caithness Music Festival
- Through the YPI initiative, pupils have raised the profile of a number of local charities and been able to make a significant donation to one.

All of our senior pupils who applied to higher education have received an offer, some of these being unconditional.

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

## Parents & carers:

- My three children go off to school happily each and every morning. Never once do they voice any negative thoughts on having to go to school. Farr High School is such a welcoming and inclusive school and my three children have always felt an important part of that school community.
- The staff are positive and encouraging when we meet at parents evenings and how well they know our children is evident from what they share with us in reports and verbally at parents night.

- We have had a pupil at the start of her high school journey and a pupil at the end of his this year and they have both made the most of their year aided by a lovely school community.
- I think everything has gone really well. All the teachers are so committed to every pupil
- Incredible staff and amazing young people. The staff go above and beyond for the young people putting support in place and supporting the young people and their families individuality. Helping the young people to thrive in school and within the community. Well done!!
- As ever, thank you for all you do. The year has gone very well. My son has had a wonderful time at Farr with great support from all staff. Highlight has to be the Amsterdam trip and Kevin the squirrel! My son is leaving with a love of performing and playing music, and an unconditional university offer. He has good friends and has grown in confidence. What more could we ask for?
- I feel my son's first high school year has gone well and especially considering some teachers have been off and now left their position. You have done great covering these classes to the best of your ability.
- The staff are positive and encouraging when we meet at parents evenings and how well they know our children is evident from what they share with us in reports and verbally at parents night.
- Having moved several times during the school years of our 4 children, I experienced several schools. I can state with absolute conviction that Farr High School is not only the best of all the schools that any of my children have attended but it is significantly miles ahead of any other school. During his time at Farr High, our son has grown into an adult and has left with a high level of confidence and maturity, which has been instilled by the teaching staff at school.
- I cannot thank the teaching staff enough and especially Katherine the Head Teacher. Her commitment, pride and dedication to every aspect of school life is second to none and every single student is advantaged by her ethics and sense of ownership.
- This year has been another fantastic year for our son, from our point of view. We are very happy with his development and we can clearly see that this down to the efforts of all staff at Farr High, creating a great learning environment for the pupils.
- Although I understand these things are out of your control somewhat and it is not just a localised issue to our school, it would be good if there was something in place to mitigate against the impact of losing a teacher for a considerable period of time.

## 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 progress as follows:

	2024-2025
QI 1.3 Leadership of change	Very good
QI 2.3 Learning, Teaching and Assessment	Very good
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Very good
QI 3.2 Raising attainment and Achievement	Very good
Other QIs reviewed	

**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

Improvement Priority Title
1. Differentiation
2. Numeracy across the Curriculum within BGE
3. Raising attainment

## 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.

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%

Self-evaluation summary for school improvement - Core QIs – For professional dialogue – remove from parental versions			
How well are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b>	How do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data</b> <b>Impact – outcomes/practice/ systems and processes to inform these?</b>	What are you going to do now? What are your <b>improvement priorities</b> in this area?	How would you evaluate this QI using the HGIOS 4 <b>six-point scale</b> ?
<b>QI 1.3 Leadership of change</b>			
How well are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b>	How do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data</b> <b>Impact – outcomes/practice/ systems and processes to inform these?</b>	What are you going to do now? What are your <b>improvement priorities</b> in this area?	How would you evaluate this QI using the HGIOS 4 <b>six-point scale</b> ?
<b>Theme 1: Develop a shared vision, values and aims</b> We take a collaborative approach towards improvement and have a shared Vision across our school. Our staff and our pupils continue to make good progress in making our Vision a sustainable reality.  Almost all of our children treat each other and staff and visitors to our school in a respectful manner. We provide a nurturing environment where our children tell us they feel safe and valued. We are making progress in ensuring our children are challenged.  We have a good understanding of the issues faced by our children and their families and work hard to help them address these.	Our Vision was developed in 2022 in collaboration with our school community and has since been reviewed. It is becoming a reference point used during lessons and increasingly underpins our daily practice. As such it is helping to shape the ethos of our school as a nurturing, challenging and respectful learning community.  We see this ethos during learning walks and it is regularly commented on by visitors to our school.  Our pupils have championed our nurturing approach, taking on leadership roles where they support their peers and younger children within the school. Pupils have led whole-school assemblies about respect, diversity and health and wellbeing and support local charities including Mikeysline.  We are able to tailor support to meet the needs of our young people and their families, for example through working with MFR Cash for Kids to identify families requiring support throughout the year in terms of food vouchers	Continue embedding our Vision and ensure it underpins all that we do.  Review our positive behaviour policy and identify further ways to support young people whose behaviour can be challenging and negatively impact on others.	Very good

<p><b>Theme 2: Strategic Planning for continuous improvement</b> SMT support teachers effectively and work closely with staff to improve learning and outcomes for our young people.</p> <p>Activities leading to change are planned and managed through our QI calendar.</p> <p>SMT protect staff time to ensure there is capacity for self-evaluation and improvement activities.</p>	<p>Through the review of attainment information, learning visits and the PRD cycle, SMT are able to support staff to identify priorities for improvement. This positively impacts on L&amp;T – for example, releasing a teacher to spend time in our ASG primary schools to learn from our primary colleagues and to share information about pupils moving into high school.</p> <p>We regularly identify aspects of good practice which staff are encouraged to share with others. For example, recently teachers talked about additional ways of ensuring chromebooks are used securely.</p>	<p>Continue to review our SIP priorities given our current staffing challenges to ensure they are realistic and achievable.</p>	
<p><b>Theme 3: Implementing improvement and change</b> Our teachers are committed to continuous improvement and are open to change. They sometimes take a creative approach and usually have a solution-focused mindset.</p> <p>Teachers play a key role in deciding what our improvement priorities are going to be. They are confident to initiate change within their own subjects and to take on leadership roles within whole-school priorities.</p> <p>Our young people are encouraged to engage in the school improvement process and have opportunities to shape our direction of travel as a school. We listen to their input and use this to inform our practice. Our monitoring and tracking systems are effective and allow us to review the progress of learning.</p>	<p>All of our teachers are members of working group. There has been a range of impacts from these – for example, the development of how we celebrate and reward pupil achievement and increased STEM opportunities.</p> <p>Members of staff have taken on leadership roles which have had very positive impacts for our learners. For example, one teacher has taken on the responsibility of coordinating our 16+ provision. This has had a direct impact on the quality of pupil personal statements and the coordination of support from SDS and other agencies. All of our children have achieved positive destinations for the past 5 Years.</p> <p>Our Pupil Council is a body for change within the school. For example, after feedback from pupils we have offered additional clubs and developed awareness about young people who identify as LBGTQ+, for example through supporting children to attend a</p>	<p>Ensure pupils &amp; parents continue to be active partners in moving our improvement priorities forwards.</p> <p>Ensure all parents are able to participate in school events eg by providing online options / copies of handouts etc</p> <p>Calendar senior pupil meetings and wherever possible, protect the time for these.</p> <p>Consider pupils being involved in learning visits.</p> <p>Provide staff training in effective reporting.</p> <p>Support staff with ROA monitoring and tracking.</p>	

	<p>recent PRIDE event in Thurso. Senior pupil meetings are a valuable way for SMT to consult and hear pupil voice, including feedback on L&amp;T.</p> <p>We are well supported by our families who respond to questionnaires, give us feedback and attend school events such as Parents' Evenings and Options meetings.</p> <p>All departments have monitoring and tracking systems in place.</p>		
--	---	--	--

### QI 2.3 Learning, teaching and assessment

How well are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b>	How do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data</b> <b>Impact – outcomes/practice/ systems and processes to inform these?</b>	What are you going to do now? What are your <b>improvement priorities</b> in this area?	How would you evaluate this QI using the HGIOS 4 <b>six-point scale</b> ?
<p><b>Theme 1: Learning and engagement</b></p> <p>Positive relationships are at the heart of our school &amp; underpin learning &amp; teaching and all aspects of school life.</p> <p>Most of our children are motivated and engaged in their learning and able to exercise choice in some of their learning activities.</p> <p>Our learners are successful, confident and responsible and the majority tell us they feel listened to at school. Many of our young people play an active role both within our school and within our local communities and make very positive contributions to both.</p>	<p>Pupils and staff work in an atmosphere of trust and respect which is usually purposeful and supportive. A limited number of poor behaviour choices are picked up and dealt with swiftly; almost all pupils are willing to follow instructions and work with their teachers and their peers in an appropriate manner. Our pupils are caring of each other and of our staff which creates a positive atmosphere within our school.</p> <p>We foster a partnership approach with our parents and keep them informed of their child's progress - for example, through letters about late completion of homework, monitoring and tracking information, praise postcards etc. Parents contact us regularly to keep us informed of issues that may impact on learning or on health and wellbeing and give us helpful feedback.</p> <p>Learning visits, pupil feedback and review questionnaires tell us that the majority of our pupils</p>	<p>Ensure differentiation is appropriate and being used effectively to ensure all children are being pushed and working to their best ability, with success recognised and celebrated at all levels.</p>	Very good

	<p>enjoy learning at school. Almost all feel they are appropriately challenged. Some of our children achieve beyond their targeted levels.</p> <p>Children have opportunities to have choice within and to take a lead in their learning. For example, through co-construction of learning intentions &amp; success criteria in History and Geography, choice of topics to research etc.</p> <p>Senior timetables are flexible; where appropriate, pupils can study off-column. HVA &amp; UHI courses develop responsibility in learning. Pupils with additional needs are also offered a flexible approach, designed to best meet their needs.</p> <p>Learner conversations are a key way of encouraging targeted learning within all subjects. These also give pupils an opportunity to share any barriers they are experiencing which our teachers can help them address – for example, being insecure in their understanding of key concepts within a subject.(evidence of this?) Reports always identify pupil strengths and next steps.</p> <p>All of our children receive merits and/or house points. Almost all go on to attain a positive destination. We celebrate pupil and staff achievements through our social media account and noticeboard in school and in our newsletters. A number of our children are very active within their communities – for example through volunteering, taking part in Feis, sitting on Community Councils etc.</p>		
<b>Theme 2: Quality of teaching</b> The majority of lessons are engaging for the majority of our pupils.	Learning visits and feedback from pupils through questionnaires tell us that most of our pupils engage well with their learning.	Ongoing work is needed to explore the features of high quality feedback & to implement this across the school.	

<p>Our teachers use a range of strategies and teaching methods, including the use of digital technology and cooperative learning approaches, which enhance learning.</p> <p>We have effective methods of communication which allow us to identify issues quickly and put into place appropriate interventions to support learning.</p>	<p>Our pupils are invested in ensuring they receive a quality L&amp;T experience. In 2023 they helped produce the L&amp;T Framework which is the basis for ensuring that pupils are engaged &amp; motivated through different teaching styles and activities, including effective use of digital technologies.</p> <p>Learners benefit from an increased range of subjects because of dual qualified teachers &amp; partner provision. We use our local environment to support learning.</p>	<p>Further explore our use of work sampling to inform our understanding and prioritise next steps.</p> <p>Consider how we use higher order thinking skills within our L&amp;T</p>	
<p><b>Theme 3: Effective use of assessment</b></p> <p>Formative and summative assessment is used to inform learning &amp; teaching in all subject areas. Our teachers are confident in identifying next steps for pupils and to support them in progressing their learning.</p> <p>All teachers take part in moderation activities to ensure assessment evidence and judgements are appropriate and informed. We are good at supporting our staff to form links with subject specialists in other schools to help with this</p>	<p>From learning visits, jotter monitoring and dialogue with staff, we know that a range of assessment approaches are used to allow learners to show knowledge and skills and to identify learning.</p> <p>Through moderation with colleagues, we strive to ensure consistency of standards; staff are supported to attend authority and national moderation activities as available &amp; are supported to be SQA markers including our History, Geography and Chemistry teachers.</p> <p>Secondary teachers have spent time in our Campus primaries and primary colleagues have observed secondary classes. This has helped us to understand our pupils better and to ensure our expectations are appropriate and informed.</p> <p>Work selected for verification by the SQA, most recently for Level 5 Scottish Studies and National 4 Chemistry has been accepted as being of the appropriate standard. Feedback has been positive – eg for Scottish Studies: <i>Detailed checklists and assessment records were made available for the unit being verified for the candidate to show where they had met the assessment standards, which was both helpful and good practice.</i></p>	<p>Identify authority moderation activities.</p> <p>Maximise the opportunities our 3-18 model gives for moderation across the Campus, for example, through continuing to develop Campus-wide skills framework</p> <p>Continue to facilitate learning visits between P7 &amp; secondary teachers to ensure we are building on prior learning and have a common approach to feedback</p>	

	<p>Assessment and progress information is shared regularly with learners and at key times with parents to help ensure we are all working together towards achieving the best outcomes for our learners.</p>	
<p><b>Theme 4: Planning, Tracking and Monitoring</b></p> <p>Teachers are aware of pupil needs and plan accordingly. We have strong links to our primary schools and collaborate with primary colleagues to promote progression and consistency of expectation and to ensure knowledge about pupils is shared.</p> <p>Our monitoring and tracking systems are manageable and effective in allowing us to evaluate learners' progress &amp; to review learning over time. We know our children well and are good at identifying issues which may affect learning and putting into place early interventions to provide support</p>	<p>Primary 7 teachers visit the high school during the May/June inservice to spend time with secondary teachers at a "speed dating" style event. This allows information to be shared about the "whole child". In addition, data shared by the primary schools, along with literacy, numeracy &amp; science RAG sheets completed by P7 teachers, allow us to have prior knowledge of pupil strengths and areas requiring development. This is supported through our continued use of the same jotters in English and Maths.</p> <p>Monitoring and tracking allow us to ensure our pupils are being presented for work at the appropriate level. For example, in S3 maths pupils are following different courses according to their level of learning, to best meet their needs.</p> <p>Pupil issues are shared &amp; discussed at the start of every staff meeting and in weekly SMT Pupil Support meetings, facilitating early intervention where there are issues &amp; giving an opportunity for staff to compare &amp; share support strategies.</p>	<p>Continue to develop opportunities for secondary and primary colleagues to work together to review our teaching &amp; assessment of literacy and numeracy. Consider whether this can be expanded.</p> <p>Develop the use of our ROA tracking data to identify next steps and priorities in learning and therefore to have impact on L&amp;T and attainment.</p>

## **Q1 3.1 Ensuring wellbeing, equality and inclusion**

How well are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b>	How do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data</b> <b>Impact – outcomes/practice/ systems and processes to inform these?</b>	What are you going to do now? What are your <b>improvement priorities</b> in this area?	How would you evaluate this QI using the HGIOS 4 <b>six-point scale</b> ?
<b>Theme 1: Wellbeing</b> Pupil wellbeing underpins all that we do. All staff in our school are committed to doing the best we	We know our pupils well and ensure information is shared appropriately and sensitively with staff – for example, through our Guidance & ASN booklet and via	Working in partnership with our YDO, facilitate training from Mikeysline and other agencies to	Very good

<p>possibly can for our young people and their families.</p> <p>Relationships across the school are very positive. We know our children well and are able to support them in a sensitive and appropriate manner. We also support our staff both professionally and personally, to the best of our ability.</p> <p>Almost all of our children tell us they feel safe and respected at school and that they are encouraged to do the best that they can.</p> <p>Children are consulted on issues which affect them and are encouraged to be active participants in Child Plan meetings</p>	<p>the standing item of Pupil Issues at all staff meetings. This allows staff to be aware of issues which might impact on a child's wellbeing and/or learning and therefore be better able to support them. Our review questionnaire tells us that our children feel well supported and encouraged to do the best they can.</p> <p>All pupils have an adult they know they can go to as needed &amp; a number regularly check in with a member of staff. They are active in coming forward to seek help, both for themselves and their peers.</p> <p>Where appropriate, pupils are given nurture time or timetabled support time with a trusted adult. We use the Wellbeing Indicators as a core tool in supporting our children's wellbeing. This allows us to identify pupils with issues who have not come to our attention otherwise, and to put appropriate supports into place.</p> <p>Working with a range of partners allows our children to have access to external support services. We consult with CAMHS and seek advice and input from other agencies as and when required. Families come to us when there are issues they need help with.</p> <p>We provide individualised support – whether this be academically, socially &amp; emotionally, or in other ways. From previous questionnaires, we know that our young people feel safe and that they value the positive relationships within our school. Our staff also feel valued &amp; respected. This all supports the nurturing ethos of our school.</p> <p>Mental health and wellbeing are prioritised in our school. We have offered the level 5 award in Mental Health &amp; Wellbeing this year and our children have</p>	<p>equip our young people with the skills to support themselves and each other.</p>	
--	--	---	--

	<p>taken a leadership role in promoting and supporting health and wellbeing across the school, including through developing leaflets, leading assemblies and providing support for their peers. Counselling is available to any pupil who requests it and we also benefit from a weekly visit by our Child Service Worker who supports a number of pupils.</p>		
<p><b>Theme 2: Fulfilment of statutory duties</b> We comply with our statutory duties to ensure we are meeting the needs of our young people.</p>	<p>All our staff take part in the annual and tri-annual cycle of Child Protection training. Members of the SMT undertake further Child Protection training. We work closely with other agencies to ensure we are improving outcomes for our young people.</p>	<p>Continue to keep abreast of our obligations and ensure we meet these.</p>	
<p><b>Theme 3: Inclusion and equality</b> We are good at ensuring all members of our school community are included and valued.</p> <p>We are good at encouraging our young people to identify &amp; challenge discrimination and to celebrate difference. They have a strong sense of right and wrong and are prepared to stand up for this.</p> <p>We are able to tailor the educational experience of our young people to fit their needs and preferences &amp; involve our families within this process.</p> <p>We are very good at giving our young people the opportunity to be involved in decisions which effect them.</p>	<p>Where there are barriers to a child being included in any aspect of school life we will identify ways to remove or overcome these. For example, through providing PSA support in the classroom, providing free transport to or from an event or by supporting families to access financial assistance.</p> <p>We teach our children about rights and responsibilities &amp; the importance of diversity, equality and inclusion. For example, this can be seen in our PSE curriculum, in our partnership work with Dounreay Mental, Health, Wellbeing &amp; Diversity Group and in our recently reviewed Equality, Diversity &amp; Inclusion policy.</p> <p>Our children are able to follow a curriculum in the senior phase which allows them to gain the qualifications and experiences they need to be successful after school, as evidenced by our positive destinations. For example, through work experience placements in our ELCs, studying at alternative times with one of our partners, or through providing bespoke learning opportunities such as gardening.</p>	<p>Explore how we can become a Rights Respecting School.</p>	

	Children are invited to any meeting which is about them. Prior to Child Plans, children are supported to contribute towards the review of their strengths and pressures. At the meeting they are encouraged to share their opinions on identified actions.		
<b>QI 3.2 Raising attainment and achievement</b>			
<b>How well</b> are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b>	<b>How do you know?</b> What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data</b> <b>Impact – outcomes/practice/ systems and processes to inform these?</b>	What are you going to do now? What are your <b>improvement priorities</b> in this area?	How would you evaluate this QI using the HGIOS 4 <b>six-point scale</b> ?
<p><b>Theme 1: Attainment in literacy and numeracy</b> We are effective at supporting our learners to make progress in literacy and numeracy and provide individualised programmes where appropriate.</p> <p>Almost all of our learners achieve a literacy and a numeracy qualification by the time they leave school.</p>	<p>We track literacy and numeracy throughout the BGE and can evidence progression for almost all of our pupils.</p> <p>In 2024, all of our S5 and S6 leavers achieved both Level 5 Literacy and Level 5 Numeracy.</p> <p>In 2024 the following results were greater than the VC: S5: levels 4&amp;5 literacy and numeracy S6: levels 4&amp;5 literacy and numeracy and level 6 literacy</p>	Continue to support pupils at risk of not achieving a literacy and/or numeracy qualification eg because of non-attendance.	Very good
<p><b>Theme 2: Attainment over time</b> Almost all of our learners make progress over time in literacy and numeracy.</p> <p>Our staff are confident in making assessment judgements and in supporting our children to progress in their learning.</p> <p>Our monitoring and tracking systems are robust and support pupil progress.</p>	<p>Attainment is judged on an individual basis because of our numbers and measures are put in place to support the progress of each pupil.</p> <p>Monitoring and tracking data along with reports evidence pupil progress within all curriculum areas for the BGE and within subject areas for the Senior Phase.</p> <p>Our pupil numbers make statistical comparison very difficult. However, over the last 3 years, attainment</p>	<p>Continue to build our overview of progress to ensure our more able pupils are challenged.</p> <p>Continue to improve progression outcomes for areas not currently available through our curriculum.</p>	

<p>We work closely with pupils and their families to support them effectively through key transition points, namely when they are making options choices and when they are deciding on their 16+ route.</p>	<p>has been good compared to Highland &amp; National statistics at N5 in Chemistry, English, Geography and Music.</p> <p>There were 100% A-C passes in National Art, Chemistry, English, History, Music and in H Music.</p> <p>Due to our small S4 cohort this year we cannot get any meaningful data regarding breadth of achievement. However, all pupils achieved well across a range of N2 – H level qualifications, with some pupils completing non-SQA qualifications, such as Young Enterprise Scotland.</p> <p>Whereas achievement for our S5 pupils at National 5 level is again above the VC, attainment at level 6 remains below. This is partly because our pupils prioritise vocational and other qualifications eg National 5 Construction &amp; Engineering and YASS.</p> <p>For the past three years our S6 pupils are above or broadly in line with the VC for 1 and 3 at level 6. For 1 at level 6, 5 at 6 and for 1 at level 7 we are above the VC. No pupils sat level 7 qualifications in 2024. Data shows that there is limited change of levels for SQA qualifications in the senior phase, showing we are secure in our judgement for pupils being presented at the appropriate level.</p> <p>Learner pathways are flexible and reactive to ensure pupils are able to achieve success. This is supported by having a senior phase. Senior pupils are able to sit qualifications that are matched to their interests and at a level appropriate to them – for example, attending day-release college courses from S4 onwards.</p>		
---	--	--	--

	<p>Pupil choice underpins the way we organise our option columns, allowing as many pupils as possible to get their first choices. Pupils are encouraged to consider their long-term plans &amp; to consider teacher advise when making options. All pupils and parents are offered a meeting with members of SMT to discuss this before decisions are made.</p> <p>Our PSE programme and our strong links with SDS ensure pupils are well prepared for making applications for further or higher education, or for applying for apprenticeships and other jobs. Our pupils are well-supported at this time of transition.</p>		
<p><b>Theme 3: Overall quality of learners' achievement</b></p> <p>Our young people are well supported to become responsible individuals with skills and qualities which stand them in good stead both for their time in school and for life after.</p> <p>We effectively support our young people to become confident, responsible and conscientious global citizens. They gain skills for learning, life and work at school and leave us as young adults equipped for life after school.</p> <p>We value the achievements of our young people and encourage them to share and celebrate these both within school and with our wider communities.</p>	<p>We provide a significant number of school clubs and have expanded this to include our new polycrubs, which offer a range of new experiences and opportunities for our young people. We support all to attend through providing transport.</p> <p>We celebrate achievements widely and have developed new opportunities for our children to receive accreditation for the work that they do, in partnership with our YDO.</p> <p>Through the YPI initiative, pupils make a powerful and impactful contribution to local charities, whilst gaining a range of transferrable and life-long skills.</p> <p>Almost all of our young people take on a leadership role at some point during their school career – eg through joining the pupil council, contributing to assemblies, becoming Prefects and Sports Captains, etc.</p> <p>All of our pupils have the opportunity to achieve beyond the curriculum. Opportunities include level 6</p>	<p>Continue to work with partners to further widen the opportunities available to our young people.</p> <p>Continue to develop effective processes for monitoring pupil wider achievements.</p>	

	<p>Young Stem Leaders, Duke of Edinburgh Award at Bronze level, Sports Leaders and Young Leaders.</p> <p>For the last five years, all of our pupils have achieved a positive destination.</p>		
<p><b>Theme 4: Equity for all learners</b></p> <p>We are good at supporting our learners to progress in their learning and to achieve success.</p> <p>We have a significant number of pupils who come to our school from out of catchment and we work hard to help them overcome the issues which led to them joining us at Farr, to develop as young people and to achieve success in their learning.</p> <p>Although we do not have any pupils in SIMD 1&amp;2, we know our families well and are able to support them where financial hardship may be a barrier to participation and learning.</p>	<p>Almost all of our young people make progress in their learning and go on to achieve a positive destination. Over the past 5 years all pupils have gone on to achieve a positive destination after school.</p> <p>Our ASN pupils achieve on a par with and often above the VC within key attainment indicators.</p> <p>Feedback from parents of children who have attend and who have transferred to our school is incredibly positive. All tell us they value the role Farr plays in supporting their children and helping them to grow, develop and succeed.</p> <p>We understand the challenges faced by the young people attending our school, including the social and economic context of our families, and use this to ensure we offer an equitable provision for all of our young people and that nobody is disadvantaged or missing out.</p>	<p>Continue to identify the challenges our young people and their families face and provide support as required to address these.</p> <p>Continue to support our young people to explore different pathways.</p>	

### QI 2.2 Curriculum: theme 3 Learning pathways

<p><b>How well</b> are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b></p>	<p><b>How do you know?</b> What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data</b> <b>Impact – outcomes/practice/ systems and processes to inform these?</b></p>	<p><b>What are you going to do now?</b> What are your <b>improvement priorities</b> in this area?</p>	<p><b>How would you evaluate this QI using the HGIOS 4 six-point scale?</b></p>
<p>Our curriculum builds on prior learning and offers a range of experiences and opportunities for our young people to develop skills and attain qualifications. We are good at identifying and offering pathways which allow our children to make appropriate progression.</p>	<p>We identify ways for our pupils to study the subjects they need and which interest them, working closely with different partners to do this. We also seek out additional opportunities eg St Andrews Summer School, Virtual Engineers and work placements, helping our pupils to expand their experiences and encouraging them to be ambitious.</p>	<p>Identify further accreditation opportunities</p> <p>Continue to develop our Skills Framework and support it's adoption across the Campus.</p> <p>Develop the use of our ROA tracking data to identify next steps and priorities in learning</p>	<p>Very good</p>

<p>All our staff include challenge and enjoyment within their learning and teaching.</p> <p>All staff take responsibility for developing literacy, numeracy and health and wellbeing skills. They support our pupils well in the development of their digital literacy across the curriculum.</p> <p>We increasingly relate learning to the world of work and work in close partnership with SDS, local businesses and the Caithness Chamber of Commerce to effectively give our children an understanding of the world of work and of the opportunities which are available to them.</p>	<p>Through supporting many of our teachers to become dual qualified, we are also able to broaden our provision.</p> <p>Staff track achievement of ROA outcomes and are able to see how these are covered across the school. By attending the Orkney Higher and Further education and career fayre, we were able to introduce senior pupils to various opportunities which they can access. Our DYW coordinator actively identifies opportunities for our young people to engage with a range of sectors and to access real-life opportunities. Mock interviews are very well supported by local businesses and provide valuable experience and feedback for our young people.</p>	<p>and therefore to have impact on L&amp;T and attainment.</p>	
---	---	--	--

#### QI 2.7 Partnerships: theme 3 Impact on learners (parental engagement only)

How well are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b>	How do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b>	What are you going to do now? What are your <b>improvement priorities</b> in this area?	How would you evaluate this QI using the HGIOS 4 <b>six-point scale</b> ?
<p>We work closely with our parents and generally have very positive relationships with them. As a school we feel well supported by our parent forum in our efforts to achieve the best we can for our young people. We believe we work well together.</p>	<p>Parents give us feedback and contribute suggestions to school initiatives – for example our Vision and L&amp;T Framework.</p> <p>We have sought feedback from parents on how best to share information. They contact us regularly with requests, suggestions and general information. This allows us to work closely together to support our young people.</p> <p>Our communication channels are effective and ensure information is effectively shared in a timely fashion.</p> <p>School events are well-attended, for example, parents' evenings, parental engagement sessions etc. Parents provide invaluable support at events such as the Christmas dance and Christmas Fayre.</p>	<p>Continue to identify ways to engage parents in identifying and progressing school improvement priorities.</p>	<p>Very good</p>

## **NATURE • CHALLENGE • RESPECT**