



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2025-2026

FARR HIGH SCHOOL



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%

School Profile

Pròifil 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 77 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. .

More than 65% of pupils use school transport. Of our current pupils, 51.4% or percentage have recognised additional support needs and 8% are registered for free school meals.

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

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly

Data relating to our context:

Pupil Numbers	Attendance	Teacher Numbers
70	90%	12.95

S1	S2	S3	S4	S5	S6
16	15	13	15	6	5

SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
0%	1.4%	95.7%	2.9%	0%	X0

ASN	FSM	EAL
51.4%	8.1%	0%

Glossary:

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

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Attainment

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

2025/2026 Proportion of pupils achieving Curriculum for Excellence Levels by the end of S3

Level 3

Reading	Writing	Listening and talking	Numeracy
All	All	All	Almost all

Level 4

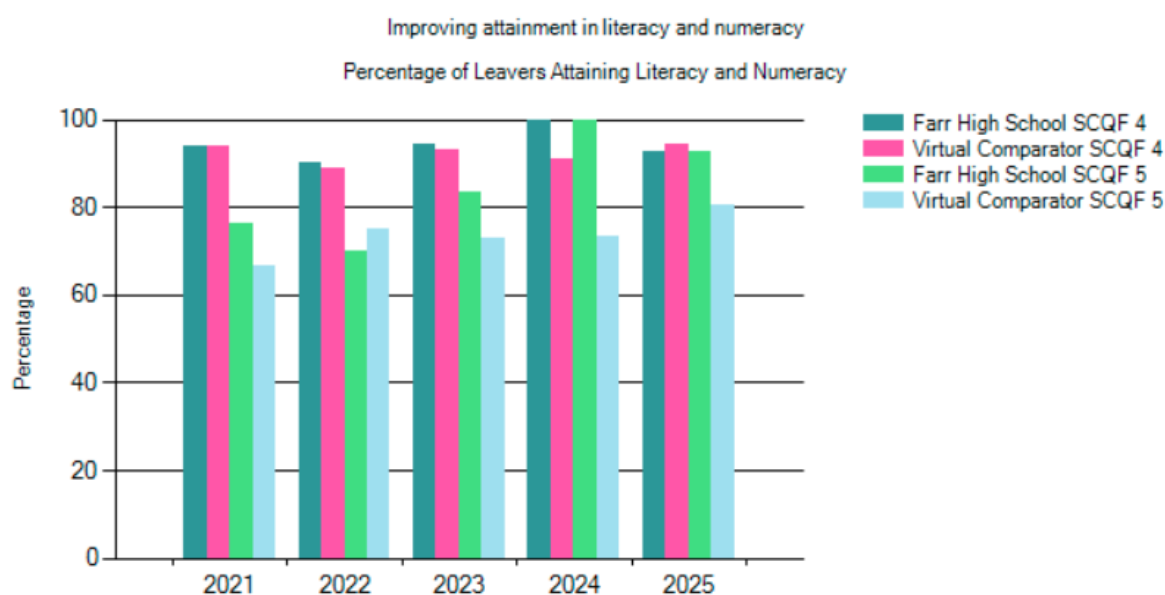
Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Majority	Almost all

Senior Phase

Due to the small number of pupils in our senior phase it is not possible to give a comprehensive report on these measures without the risk of identifying individual pupils.

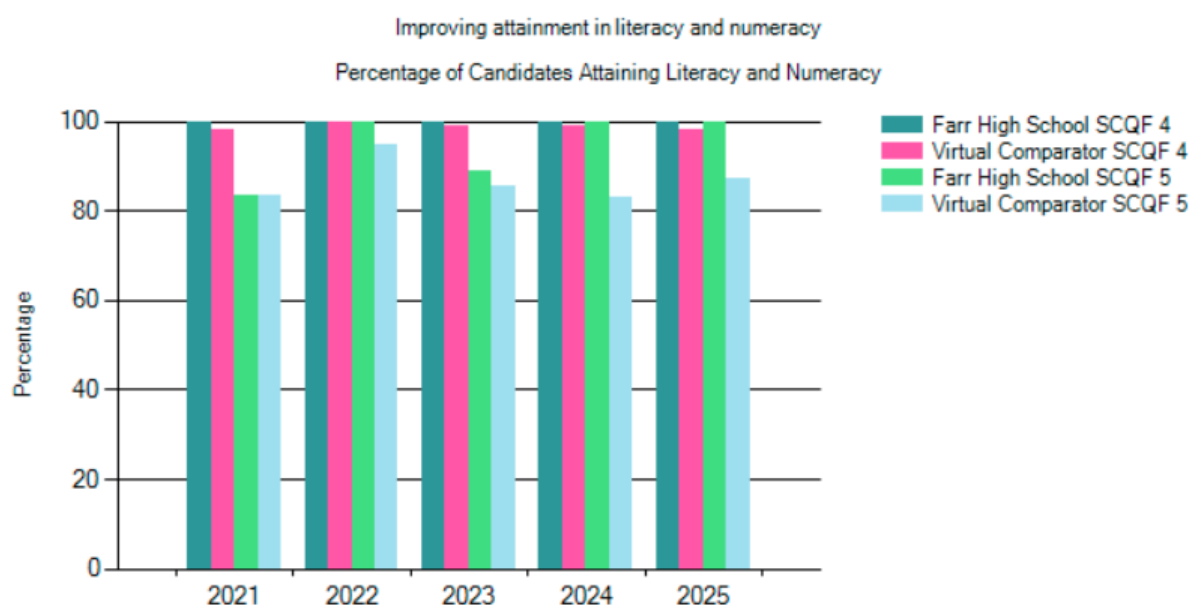
% Leavers achieving Literacy/Numeracy at level 4/5

The level of achievement in literacy and numeracy for our leavers continues to be good with all except one achieving level 5 in both measures. Farr High School is on a par with the virtual comparator for the number of pupils achieving level 4 numeracy and literacy and above the virtual comparator for level 5.



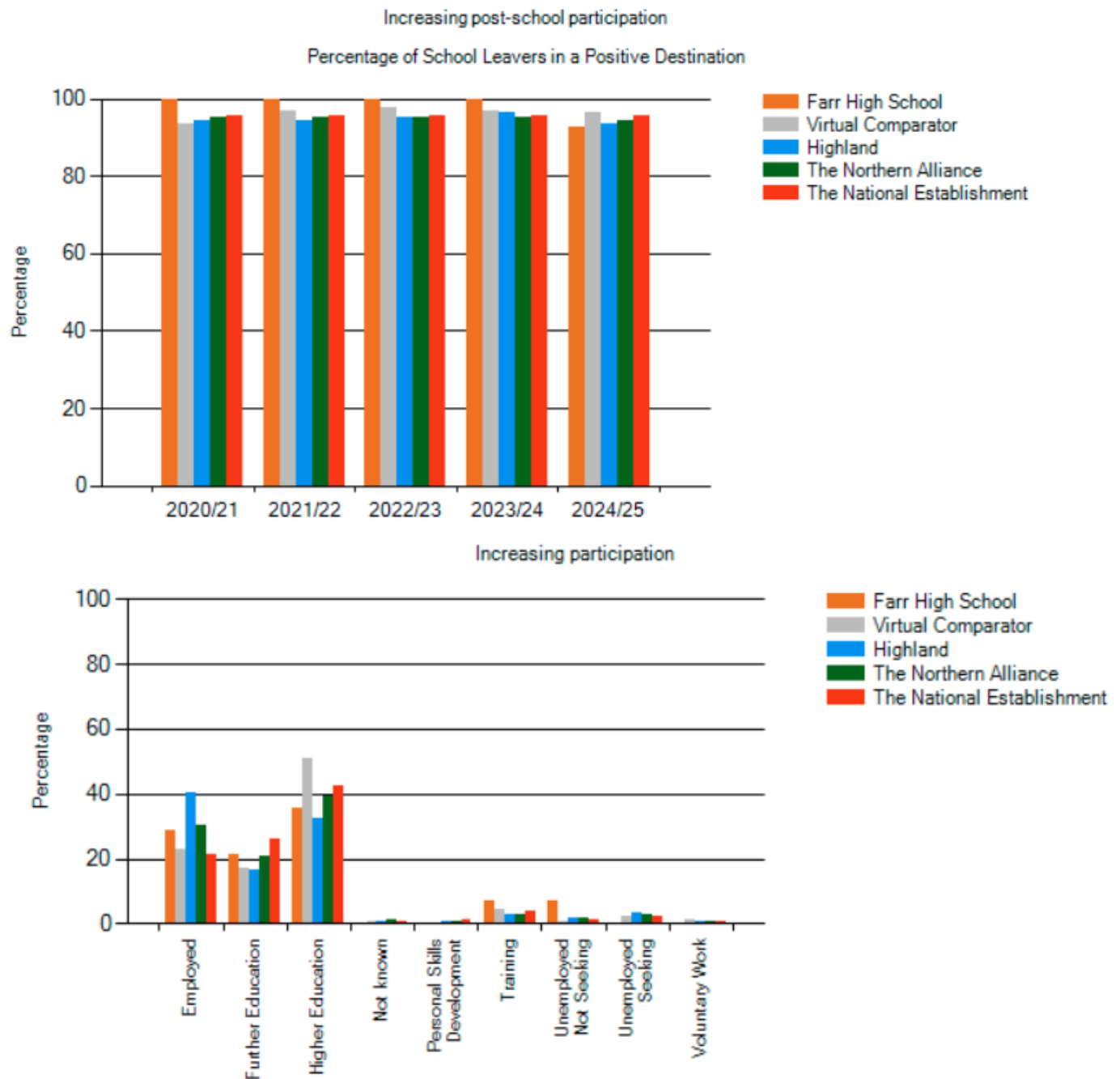
% S6 achieving Literacy/Numeracy at level 4/5

100% of our S6 leavers achieved both numeracy and literacy at level 5.



Destinations of School Leavers

There was a slight fall in the number of pupils with a positive destination this year following many years of 100% achievement in this measure. We continue our good record of pupils progressing into Further and Higher Education and both of these comparators are above the Highland School Average.



Attainment for All

Data not available due to low number of pupils.

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.

- Our students are **challenged** to do the best they can and to be the best they can be
- Members of our school community **respect** each other & celebrate difference
- Our school is a **nurturing** environment and a safe place for all who attend, work and visit here.

Review of progress of improvement plan projects for session 2025/26

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](#).

School Priority 1: Ensure appropriate differentiation is in place to support effective learning and teaching, teaching and assessment for all

School Improvement Plan Priority 1

Summary of progress

- Attendance at sessions on supporting young people who have experienced adverse childhood experiences, has led to staff having a better understanding of how to help young people in this situation.
- Staff training on effective differentiation, led by our ASN PT, has provided a range of strategies and further reading materials which staff are now using to support effective classroom differentiation
- Pupils have provided feedback on support and challenge within the classroom; this has been shared with teachers, supporting their continued professional development to ensure they are best able to meet pupil needs
- Lesson observations focused on differentiation have provided an overview of how effectively this takes place and facilitated individual reflection with a view to identifying next steps
- Through regular sharing of good practice, staff have shared ideas and taken on leadership of learning.

Next steps

- Continue to develop our understanding of how best to meet all pupil needs

Impact

Learning and teaching is differentiated to support pupil need and provide appropriate challenge, which will support our pupils to be successful learners whose attainment reflects their potential.

School Priority 2: Embed our whole-school Skills Framework across all stages

School Improvement Plan Priority 2

Summary of progress

- A system was introduced for logging skills, which staff and pupils have started to use, providing a record of the variety of skills they are developing and allowing the identification of skills requiring further coverage.
- Monthly assemblies, focusing on each of our Super 7 Skills have raised awareness of our different skills and how to apply these across learning and life, for staff and pupils

Next steps

- Provide parents and carers with further information about how we have embedded skills and how they can support in this priority
- Provide further staff training for Unifrog
- Roll out Unifrog across the school

• The Super 7 Skills are visible across our school and within diaries, further embedding them and their use in all aspects of school life • Staff use stampers to provide positive visual feedback when skills are used which then feed into our rewards system. • All BGE reports now reference Super Seven Skills and how these have been shown by pupils • Staff are registered for Unifrog and ready to start using it • Staff sharing sessions have facilitated the dissemination of good practice across the school • Lesson observations provided evidence of how skills are being incorporated within LTA, evidencing good practice for possible use by others.	
Impact	
Young people are more aware of the skills they are using and how these are transferrable across all aspects of life. This has made them better able to complete applications which identify these key criteria and therefore support success.	

School Priority 3: Identify and grow opportunities for learning for sustainability

School Improvement Plan Priority 3

Summary of progress and impact	Next steps
• Staff and pupil sessions have led to increased understanding of how we already use our local environment for learning, and potential future use • Professional reading has supported a wider review of effective learning for sustainability and how this can inform their own practice • Visuals for sustainable development goals are evident across the school and regularly referred to as part of learning, embedding this priority across all subject areas • A Working Group has explored increasing our curricular offering linked to this priority, through the John Muir Award • Staff have shared good practice, helping others take forwards ideas and suggestions. • Sustainability is integrated within the different activities that take place for our Community Engagement Day, helping our pupils understand how important and applicable this priority is within our local setting. • We have run a significantly increased range of outdoor learning experiences and engaged the support of a wider range of partners in relation to this priority, further supporting pupil	• Further engage parents, partners and pupils in how to progress this priority • Continue to integrate this priority within our curricular offering

engagement and understanding of local opportunities and impact in relation to sustainability.	
Impact	
Pupils are provided with learning experience that are more relevant as they are linked to our local environment. Pupils have had increased opportunity to plan learning experiences. There is an improvement in core skills such as connections to the community and nature, improved citizenship and an understanding of local and global issues. Exposure to nature and outdoor learning experiences can also help to reduce stress and increased positive engagement.	

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

- Identified pupils have received targeted support, resulting in increased attendance for the majority
- Targeted pupils' confidence in numeracy has improved, resulting in increased attainment
- Baseline data suggests reduced anxiety for all pupils in relation to areas they initially found challenging.

Wider achievements

Coileanaidhean nas fharsainghe

- Many pupils have achieved Saltire Awards for their volunteering hours
- Pupils have successfully completed Duke of Edinburgh, Bronze Level award
- Pupils have represented the school at a range of community events and received very positive feedback for this
- Pupils have supported various charities, including taking part in the YPI initiative again
- A podcast our pupils took part in has received national acclaim and a representative will be attending an awards event in Glasgow

Comments from learners, families, stakeholders and staff

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

- The teaching, support framework and communication at Farr High School is of a very high standard and we feel very fortunate and grateful that our son is a pupil there.
- My daughter has recently been through a lot of health issues, the school has been exemplary in assisting us to help her, enabling her to achieve attending.
- Overall my child is happy with the school and feels more settled at the high school than they did at the primary. They enjoy the peer to peer communication format with the teachers. Communication with parents could be improved and more timely.

- We moved from another area, upon my daughter starting everyone was lovely, it was explained to us about the different school system we weren't used to and my daughter settled in immediately. Teachers are really nice, regular parents evenings and email updates.
- Very pleased with the transition process and level of teaching at the school.
- Love my job, feel proud to teach at Farr! Great pupils, colleagues and staff overall. All staff are well supported and secure.
- I feel very lucky to work in such a great school with great teachers and supporting staff. I value the support I receive from all and think that our working relationship really benefits the young people we work with.
- I have only worked with the school for a short time and am just beginning to build relationships and my understanding of systems, procedures and ethos of the school. So far my work with the staff has been managed well by members of the team. We have not had chance to fully evaluate the work we have done together this year.
- I have definitely enjoyed S1 at Farr High School and have enjoyed mixing with pupils from Farr and Tongue.
- I have built new, good friendship groups.
- All the teachers provide really good support for the pupils.
- Farr is more welcoming than the other school I was at.
- The education and opportunities at Farr are good.
- We have small classes so more help from teachers.
- Staff and pupils play football together.

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:

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/Securing children's progress	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 on our website [ADD LINK](#) or by contacting the school office.