School: Farr High School
Head Teacher: Katherine Wood
Date submitted: 15/06/17

School Vision, Values and Aims:
Working together to create a safe and caring environment where all are valued and where challenge and success go hand in hand.

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. In so doing, to make certain that pupils have challenging courses, incorporating specific strategies for raising attainment, through which they may reach their full potential.
3. To make the best use of new technologies as they become available.
4. To provide well prepared, appropriately assessed and regularly reviewed courses at all levels in the curriculum.
5. To maintain a high standard of pastoral care for our pupils and to take full account of their additional needs.
6. 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.
7. To ensure that achievement, as much as attainment, is valued and celebrated in the school.
8. To build on our existing good links with the community to help develop a sense of citizenship and belonging in all pupils.
Context of the school:
Farr High School is an 11-18, S1-S6 comprehensive, non-denominational school. The school first opened its doors in May 1964 and its current roll is approximately 73. From session 2017/18, Farr High School will become part of a cluster group along with its associated primary schools.

Although Farr is one of the smallest secondary schools in Highland Council area, it has a catchment area of 531 square miles in an area of outstanding beauty. Gaelic is offered to learners and fluent speakers through S1-S6 with a Gaelic Medium Education available in a number of subject areas in S1-S3.

This is an area of exceptional beauty and character with a widely dispersed population.

What have we done to close the attainment gap?
Staff have undertaken collegiate activities to identify pupils at risk of having a gap in their learning and identified strategies to address individual needs. Relevant data is shared with all staff to inform progress and attainment. Where pupils are identified as having an additional learning need, an individualised learning plan is put into place and regularly reviewed.

Monitoring and tracking happen at regular, timetabled intervals for all pupils, with pupil-teacher learning-conversations at the centre of this. Parents are informed of what is said and encouraged to support their children in achieving their next steps. Where there are concerns in a pupil’s progress, parents are informed and actively involved in seeking a solution. Regular meetings are held with partner agencies to consider the wider needs of our children with input from partners across a range of services.

We have a growing range of positive relationships with a wide range of partners which increases the opportunities available to our pupils and encourages them to be aspirational individuals.

Our overall evaluation of the school’s capacity for continuous improvement:
We are confident in our capacity for continuous improvement
This report summarises the strengths of our school, our recent improvements and what needs to improve further. We gather this information throughout the year in a variety of ways so we can make sure our report is as accurate as possible. We take time to compare what we do with national examples of best practice. We visit each others’ classes to share standards in learning and teaching. We look at children and young people’s work to see how they are progressing. We cross mark work. We make use of data and information including attainment results, responding and adapting our teaching in line with children’s needs. We assess using our own expertise, standardised testing, cross marking and results tracking. Children peer assess and self assess. We gather the views of children, parents, staff from our own and other schools, and partners in the local community and beyond. We use all of this information to arrive at our view of the quality of education we provide and our priorities for future development in the coming year and beyond.

We have evaluated our work using the Quality Indicators (QIs) in Education Scotland’s self-evaluation toolkit document, *How Good is Our School? (4th Edition)*. Year by year we will address different QIs from this document.

<table>
<thead>
<tr>
<th>QI 1.1 Self-evaluation for self-improvement</th>
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<tr>
<td><strong>Overall comment</strong></td>
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<tr>
<td>We are committed to doing the best we can for our children and are good at reflecting on the work that we do with them. We ask for children’s views and encourage our partners to contribute ideas. This commitment to reflection helps us to evaluate the learning that takes place in the school and to plan improvements that will make learning even better.</td>
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<tr>
<th><strong>What is going well?</strong></th>
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<tr>
<td>• We are very committed to self-evaluation; each department has identified areas for development which they work on each year to improve our children’s learning. These are reviewed regularly with good practice shared across the school.</td>
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<td>• Our staff undertake Professional Review and Development and are committed to career-long professional learning. This is integrated within the school improvement planning process.</td>
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<td>• Analysis of data is carried out at all levels to help us know and understand our children’s learning.</td>
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<td>• We seek the views of pupils and parents about various aspects of school life. We are increasingly using ICT to facilitate this.</td>
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<td>• Our Pupil Council meets regularly and is attended by a designated member of the Senior Management Team.</td>
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- We know our pupils very well and all staff are made aware of any issues which may affect their learning or well-being.
- There are regular discussions involving the HT, class teachers and PSAs about what is going well with learners and what needs to be adjusted.
- Staff look inwards, outwards and forwards when planning improvements and are fully involved in all changes resulting from the evaluation of our current practice.

**What will we work on in the coming year and beyond?**

- We will continue the process of evaluating our work.
- We will explore new ways to involve our children, parents and partners in self-evaluation and the school improvement process.
- We will continue to explore ways to accredit wider achievements and for pupils following alternative timetables.
- Our staff will further develop provision for pupils identified as being at risk of underachieving.
- We will work to develop and implement an effective system of moderation.

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### QI 1.3 Leadership of improvement

**Overall comment**

We believe that we are good at identifying and leading important changes in the school. Our staff play a key role in leading improvement. We take time to think about how we make changes at a suitable pace.

**What is going well?**

- School improvements are well-paced and manageable.
- Decisions are made with our children at the centre; all staff contribute ideas and take a role in leading aspects of this forwards.
- We know our children very well and have good relationships with them. This helps us identify their needs and ways in which we can improve their learning and support their well-being.
- Our staff are committed to self-evaluation and improvement planning. We work well with each other and undertake...
professional training to support our work. We share new ideas and good practice with each other using data and information to help us decide what to work on next.

- We use questionnaires and our pupil and parent councils to find out the views of our children and their families.
- Our pupils take on responsibilities willingly and are helping to lead change in the school.

**What will we work on in the coming year and beyond?**

- We will revisit our school vision with pupils and families as we carry out further work on school ethos.
- We will continue to seek opportunities to work with a wide range of partners.
- We will continue to promote creativity as an employability skill.
- We will review and revise our quality assurance calendar.
- We will seek further ways to consult with our school community as we work on improvement priorities.

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**QI 2.3 Learning, teaching and assessment**

**Overall comment**
Learning, teaching and assessment in the school are good: our pupils experience a broad curriculum with a wide range of experiences and opportunities. Pupils and staff review learning regularly and work together to identify next steps.

**What is going well?**

- All pupils follow a full curriculum with individualised learning opportunities integrated within this.
- Pupils have a say in their learning and what makes a good lesson.
- We are working hard to help our parents support their children's learning.
- Pupil Support Assistants provide effective support both in class and when working with pupils individually.
- Senior pupils have the opportunity to widen their studies through a range of college and open university courses.
- We have a well-established monitoring and tracking system which keeps parents regularly informed of their children’s progress.
- There is a clear focus between learning and the world of work. All senior pupils have the opportunity to undertake a work experience placement.

**What will we work on in the coming year and beyond?**

- We will explore new ways in which technology can be used in the classroom.
- We will develop the use of our hidden garden as a creative learning space.
- We will continue to focus on the use of Learning Intentions and Success Criteria.
- We will develop our tracking system to monitor across the Broad General Education.

## QI 2.4 Personalised support

### Overall comment
We know our pupils well and have very good relationships with them. They are well looked after in school and we believe we are good at meeting their learning and pastoral needs.

### What is going well?
- We know our children very well in terms of potential barriers to their learning and pastoral pressures that may affect them.
- We promote GIRFEC and access support from other staff and agencies when this is required to support our children effectively.
- The children and their families are key partners in working out what support is needed.
- Work in classes is differentiated to meet individual needs.
- Our staff undertake training to help them to know the best ways to support our pupils.
- Our pupil support assistants work very well with our pupils to support their needs.
- We believe in inclusion and do our best to support learners at all times.

### What will we work on in the coming year and beyond?
- We will continue to find ways to engage our families and the whole school community in learning.
- We will continue to seek support from our partner agencies.
- Our staff will continue to develop their own skills to ensure that our children’s needs are met as effectively as possible.
### QI 3.1 Ensuring wellbeing, equality and inclusion

#### Overall comment
We are good at looking after our pupils’ wellbeing and our school is committed to inclusion and equality.

#### What is going well?
- Health and wellbeing is at the heart of our work and the school has a supportive and caring ethos.
- Children’s needs are met and we work in line with Highland Council’s Policies.
- All our pupils take part in learning conversations with their teachers where they identify next steps in their learning.
- We involve parents in discussions about their children’s needs and work closely with partner agencies.
- Our Parental Engagement Day was well supported by our parents and seen as a positive experience by those involved.
- Pupil friendships span the year groups and we have a successful buddy system in place.
- We promote positive behaviour and have established merit and house point systems in place.
- We work hard to ensure all our pupils have the same opportunities and can access these equally.
- We promote inclusion and respect for diversity.

#### What will we work on in the coming year and beyond?
- We will continue to identify ways to support parents and work with them and their children to remove any barriers to learning.
- We will work to improve our pupils’ understanding of diversity.
- We will continue to identify relevant training opportunities for staff.
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<th>QI 3.2 Raising attainment and achievement</th>
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<td><strong>Overall comment</strong></td>
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<td>We recognise and celebrate the achievements of our children, both in and out of school. We encourage our children to attain as highly as possible and to be aspirational in their outlook. Our results are good and reflect the hard work of staff and pupils.</td>
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<td><strong>What is going well?</strong></td>
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<td>• An increasing number of our pupils are being presented at higher levels within the National Courses and are successful in attaining these. We have a high success rate in literacy and numeracy from National 3 to Higher level.</td>
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<td>• Progress is monitored for all pupils with parents kept regularly informed.</td>
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<td>• Our transition programme from primary school is thorough and provides detail of prior attainment so that support measures can be put in place as required.</td>
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<td>• All pupils have input from Skills Development Scotland and are given guidance on subject choices and help with application forms. Almost all our pupils leave with a positive destination.</td>
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<td>• All pupils are encouraged to record their personal achievements with successes celebrated publicly.</td>
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<td>• Pupils are better at recognising the transferable skills they have gained from these achievements and utilising them in applications.</td>
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<td>• We have positive and active relationships with a wide range of partners including Tree of Knowledge and Caithness Chamber of Commerce.</td>
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<td><strong>What will we work on in the coming year and beyond?</strong></td>
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<tr>
<td>• Ensure there is a system in place within each subject for tracking across the Broad General Education.</td>
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<td>• Gather evidence from across all subjects to provide evidence for Level 3 literacy and numeracy.</td>
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<td>• Continue to encourage pupils to take part in a range of activities and to share their achievements.</td>
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<tr>
<td>• Offer pupils more timetabled engagement with Skills Development Scotland.</td>
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<td>• Pupils will get SQA recognition for their Work Experience placements</td>
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