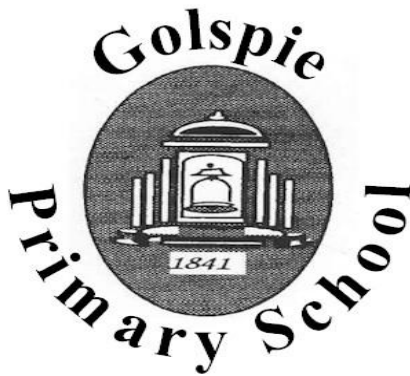




Golspie Primary School

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024



Kindness Happiness Honesty Hard Working Creative

Introduction: Local and National Context

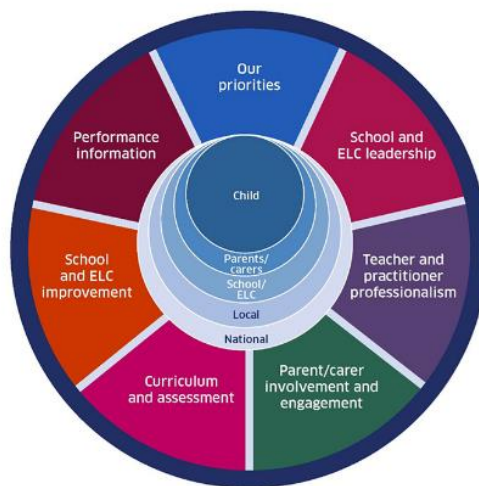
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework *How Good Is Our School?* 4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and 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 our practice. 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

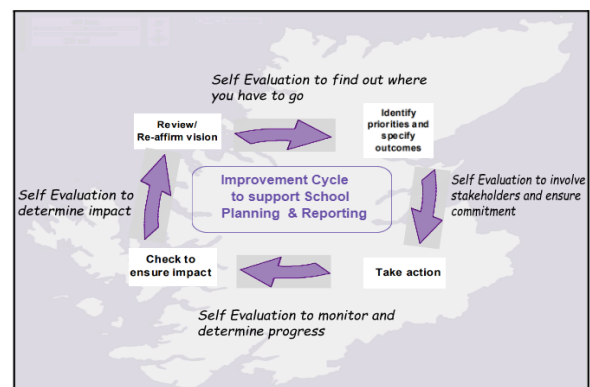
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Sarah Evans
Head Teacher
Golspie Primary School

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.parentzone.scot.nhs.uk/). 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 92.1%	Average Class Size 19.6	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 98 (+19 nursery)	Teacher Numbers 6	Pupil Teacher Ratio 15.3
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N3 7.7%	N4 8.5%	P1 11.1%	P2 15.4%	P3 5.1%	P4 12.0%	P5 13.7%	P6 17.1%	P7 9.4%
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SIMD Q1¹ 0-10%	SIMD Q2 40-50%	SIMD Q3 50-60%	SIMD Q4 0-10%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 30-40%	No ASN 60-70%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 0-10%	No EAL 90+%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Majority	Almost all	Most

We have had no exclusions this year.

School vision, values and aims

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

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

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Lèirsinn, luachan agus amasan na sgoile

School Vision:

Supporting children to grow in a vibrant and inclusive environment.

School Values:

Kindness, Happiness, Honesty, Hard Working & Creative

School Aims:

- Provide a rich, diverse and challenging, yet supportive learning environment.
- Celebrate success, promote a 'can do' attitude and inspire each other to achieve their best.
- Support personal development, social responsibility and a sense of self-worth.
- To promote confidence, self-discovery, exploration and curiosity towards learning.
- Work as partners in learning with pupils, parents, carers and the community.
- Provide a safe, supportive and well-ordered environment where pupils and staff are happy and confident as they aspire to achieve.

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:

Further Developing the Progression of Maths Across the School

Purpose:

Wish to ensure continuity and progression across the school for numeracy, to maximise attainment in this area for all children and promote positive transitions.

Progress:

- ✓ Staff completed training in the use of Highland Numeracy Assessments.
- ✓ Most staff have completed at least one session and a few have completed 3 sessions of the National Counting Series.
- ✓ Termly attainment meeting took place where progress and next steps were discussed.

Impact:

- ✓ Most staff are trained in the use of Highland Numeracy Assessments. Class teachers used the Highland Numeracy Assessment materials with test groups of pupils throughout the year.
- ✓ Some staff have an understanding of subitising from session two. It was identified that impact from these sessions needs to be included in self evaluation for embedding numeracy in the ELC environment.
- ✓ Staff became more confident in the use of Early Level Numeracy and Literacy.

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- ✓ Moderation of Numeracy has taken place within the school, the cluster and the ASG for EYPs.
- ✓ Early Years Practitioners continued to embed numeracy within the environment ensuring all areas of the Nursery both indoors and outdoors have varied opportunities for Numeracy.
- ✓ Alternative training to PLODs (Possible Lines of Development) was provided Feb 2024 and intentional and responsive planning has been developed within the setting.
- ✓ Nursery Managers undertook SOFI training.
- ✓ Staff have a better understanding of progression including Early Level Numeracy.
- ✓ Children's progress in Numeracy has improved in Nursery.
- ✓ Care Inspectorate could see evidence of development in planning. Intentional planning is being used to fill any gaps identified in children's developmental progress.
- ✓ Planning has improved and there are the beginnings of individual target setting.
- ✓ Actions raised and completed to support staff for setting targets and for sharing of pre-writing skills. Staff better able to support children in achieving developmental milestones.
- ✓ Good progress was made in this area.

Next steps:

- Embed Highland Numeracy Progression & Assessments in school's Quality Assurance and Assessment calendar.
- Look at long term planning across the whole school and how consistency can be used to support progression and raise attainment.
- Continue work in Nursery with National Counting Series, monitoring carefully its impact on the environment through self-evaluation.
- Nursery children to be challenged in Numeracy by providing provocations in the environment both inside and outside.
- PLOD training to be given next academic year for Early Years Practitioners.
- Complete the support and supervision cycle by setting goals and targets related to planning, target-setting and the use of progression documents used in Early Level.

School Priority:

Emotional Literacy, Health and Wellbeing Positive Relationships

Purpose:

All partners in Golspie Primary School have concerns regarding positive relationships particularly when at play and outside of school. This is further evidenced with data in SEEMiS and Assure. 2022-23 saw a great deal of self-evaluation on this topic, debating of actions, researching of possible programmes to support us progressing positively. Compassionate and Connected Classroom (CCC) was a programme that staff agreed upon.

Progress:

- ✓ Equality, Diversity & Children's Rights training was undertaken by all staff.
- ✓ Implemented House Teams across the school for a shared reward system. House captains and vice captains and mascots put in place.
- ✓ Fortnightly assemblies took place linked to school values/compassionate and connected classroom.
- ✓ P7s received training in Leadership in the Playground.
- ✓ Compassionate & Connected Classroom (CCC) was implemented and Class Charters created.
- ✓ RSHP collegiate session held.
- ✓ Engaged with Anti-bullying week

Impact:

- ✓ Most teaching staff engaged in racism resources and have an increased confidence in delivering lessons.
- ✓ Most children motivated and incentivised by use of house points, contributing to the positive ethos of the school and children have a sense of identity within school.
- ✓ Almost all staff and children have a shared understanding of the theme being learnt and the expectations of lessons to include an emotional check in and a time to relax.
- ✓ P7 children supported play amongst the younger children in the playground with various games and activities.
- ✓ All P7 children gained an award in Leadership in the Playground.
- ✓ Children are becoming more aware of their rights and able to discuss these.
- ✓ All children engage in emotional check ins during CCC lessons and are learning different ways to regulate their emotions.
- ✓ Lessons delivered.
- ✓ All classes engaged in anti-bullying week and some classes (less than half) created displays from their learning.

- ✓ New appropriately low tables purchased for Nursery in the canteen. Positioning and height of waste bins changed. Sharing bowls for salad and dessert introduced for independence. Sounds clouds and panels installed to reduce echoing. Leuven emotional well being scale used for self evaluation.
- ✓ Staff able to position themselves well to socialise and supervise at lunch. Children's independence increased.
- ✓ Good progress was made in this area.

Next steps:

- To complete and assess our work on CCC.
- Source RSHP training.
- To engage with Resilient Kids.
- To deliver lessons that discuss the issue of racism across the school.
- Source appropriate training to support positive relationships.

School Priority:

Using and Applying Research to Continually Improve Quality Teaching & Learning

Purpose:

Aiming for consistency of Learning & Teaching across the schools. For differentiation to always be evident in lessons, for Learning Intentions (LIs) and Success Criteria (SC) to always be shared. For lessons to have clear pace, structure, feedback and plenaries.

Progress:

- ✓ Engaged with the work of Bruce Robertson in 'Power up your Pedagogy'. Most chapters reflected upon, discussed and strategies implemented.
- ✓ Play Pedagogy training completed.

Impact:

- ✓ All teachers engaged with the work of Bruce Robertson. Delivery of lessons have improved.
- ✓ Teacher initiated play pedagogy implemented in class.
- ✓ Loose parts are always available to the children to play with.
- ✓ Adequate progress was made in this area.

Next steps:

- Complete outstanding chapters of 'Power up your Pedagogy'.
- Focus on the moderation cycle using assessment to inform planning.
- Promote further consistency of Learning & Teaching through long- and medium-term planning.
- Enquiry based development of Play Pedagogy considering Planning in the Moment and Family Books based on the work of Clare Warden.

Progress and impact of Pupil Equity Fund (PEF)

Adhartas agus buaidh Maoin Cothromas Sgoilearan

100% of 9 target children in our Numeracy Catch Up group made * level of progress in Numeracy, 44.4% achieved 2* levels of progress, that is 4 pupils from this intervention that are now reaching age-appropriate expectations, all 4 are PEF pupils.

97.2% of target group of 36 children achieved * level of progress across the year for Numeracy. 8 pupils (4 PEF pupils) made 2* levels of progress in Numeracy and are now reaching age-appropriate expectations.

86.1% of a target group of 36 pupils made * level of progress in writing. 8 children (4 of which are PEF pupils) made 2* levels of progress which brought 7 (3 of which were PEF children) of them to reaching age-appropriate expectations.

Wider achievements

Coileanaidhean nas fharsainghe

Rugby Coaching for P6/7

Six weeks of swimming lessons for P3 to P7 children

Working with GHS Sports Leaders for a mixture of basketball, badminton and football

After school club for basketball

Ceilidh dancing after school club

Lunchtime Games with Golspie High School students and our P1 to P3 children

Silver medals for the girls' team and the boys' team at the P4/5 Benchball competition

Basketball competition for P6 and P7, trophy winners for the boys' team

Took part in four of the five winter cross country running series

1st place boy in the school's cross country running competition

Ceilidh dancing competition, 136 points out of 160 and 2nd place overall

P6 & P7 Badminton competition at GHS

P5/6 & P6/7 Outdoor adventurous activities at Fairburn

Football Festival, boys were undefeated in all their matches and overall winners, the young girls came 3rd overall

Paynter cup won by the boys' football team and the girls came 3rd

Raising £1,725 in our Annual Sponsored Walk to Dunrobin Castle

Sports day won by House of Dunrobin

P5/6 visiting Golspie Heritage Centre

Kodaly for P1 to P4

Feis lessons for P5 to P7

Nursery, P1/2 and P2 working with Growing2gether to support Golspie High School students achieve two units of the SCQF Personal Award (level 4) Self in Community and Self Awareness

Whole school visit to the War memorial

Meeting the Duke and Duchess of Edinburgh in Golspie

Whole School trip to the Pantomime to see Sleeping Beauty

P1/2 Nativity

Pinafore Pirates rehearsals and performances for P7

Generation Science visited with 'Body Builders' for P3 to P7

Stories for Skins carried out a storytelling and an art workshop with P3/4

P3/4 & P5/6 performance of 'Bamboozled'

Christmas Parties for every class

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Scholastic Book Fair

Rotary Primary School Quiz at Lairg, just missed out on the runner up spot

P6/7 visit to the Newton Rooms

The canteen introduced daily snacks and held a Scottish themed picnic in support of Scotland in the Euros
Parent Council organised a Musical Showcase, a Topsy Tea Party and a soup and sandwich event to raise funds for the school

Parents helped us raise &700 in Pounds for Primaries tokens from the Press and Journal

We welcomed and supported two Golspie High School students with work experience throughout the year and two paramedic students for a four week placement

Comments from learners, families, stakeholders and staff

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

Children tell us:

I really enjoyed the swimming gala because I wone the freestyle, won the relay and came second in the backstroke. I also enjoyed the cross-country because...it was a great experience.

I'm hoping to be Dunrobin's House or Vice Captain next year, and after my speech I'll earn lots of votes.

My goal is to join the rotary [quiz] team when I am in P7, and I believe I have a strong chance of doing so.

I am more confident at maths because I have had a lot of help and now I am much better at maths.

I practised every Tuesday afternoon after school to get into the dancing team and I feel rewarded to have gone to the competition and danced as we came second.

Families are very positive about the support we provide to them and their children:

We deeply appreciate the tremendous support you provided and your assistance with any questions or concerns we had.... we will always fondly remember your school and the wonderful teachers there.

Just wanted to say how welcoming and lovely all the teachers, staff and parents have been. You have made the children, happy children at a really difficult time in their lives – thank you!

Thank you for encouraging [our daughter] so well. You have guided her through emotionally tricky times...excellent 1:1 support work...we believe this has been crucial to [our daughter's] happiness and development.

Such a caring, consistent, enthusiastic and caring teacher...a welcome addition to the staffing at Golspie Primary School.

[The teacher] understands [our son] well, the type of learner he is and what he needs in order to focus and do his work. [The teacher] clearly knew [our son] very well and was very helpful in letting us know as parents what we can do to assist [our son] in his learning.

Comments from families about our trip to the beach for fire building to make hot chocolate:

That sounds a lovely reward. Thanks for organising.

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Love, love, love this idea. thanks so much!

Regarding our Bamboozled play produced by P3/4 and P5/6:

The play was absolutely brilliant. It's the first time we, as parents, have been able to see them perform anything live due to covid restrictions. Although she is knackered today it was a really positive experience for her and did her the world of good. Well done to everyone involved for all their hard work. I think you could have filled that hall a second time no problem.

Just wanted to say how amazing the performance was last night and a huge, huge thank you to everyone involved! Really hoping to see more of this in the future. The kids were all amazing and such a good thing to help with their confidence. Thanks so much Golspie primary school! Incredible!

New members of staff commented on being made welcome and feeling part of the team:

I've really enjoyed working with the children and everyone has made me feel a part of the team from the start which is lovely!

I have enjoyed working in your school. The students are fantastic to work with.... they have an excellent attitude towards PE and enjoy it.

Some of our other partners have told us regarding a whole school visit to the memorial garden to welcome the Duke and Duchess of Edinburgh:

They were all incredibly well behaved and so patient hopefully it will have been a day to remember for them all. Very many thanks again, the children 'made' the visit – a credit to you, the staff and the village.

Another partner told us that:

I want to really thank you and your staff for how warmly we have been welcomed into Golspie Primary and how you have supported the young people in their growth and experience of their time with you. I look forward to continuing our relationship next year as we start looking forward to and planning the new cohort. At this stage it is very likely that I will be leading the group here again next year, and I'm really looking forward to it as Golspie has been my favourite project by far.

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	Satisfactory	Satisfactory
QI 2.3 Learning, teaching and assessment	Satisfactory	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Good	Good

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QI 3.2

Raising attainment and achievement/Securing children's progress

Satisfactory

Satisfactory

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

1. Continue developing the progression of the curriculum across the school, how this fits within our curriculum rationale, looking at long term planning and consistency across the school. Consolidating our work with numeracy progression as well as engaging with literacy and health and well being progression collegiately. Maximising opportunities for learning through play in our Early Years.
2. Positive Relationships, Health & Wellbeing, completing project that began in 2023/24, strengthening our knowledge of pedagogy to strengthen positive relationships across the whole school and explore other resources that could support our children further.
3. Assessment & Moderation – Moderation Collaborative, developing a robust moderation cycle to promote high quality teaching & learning through the use of data from assessment to inform future planning.

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on [Schools - Golspie Primary | The Highland Council](#) or by contacting the school office.