

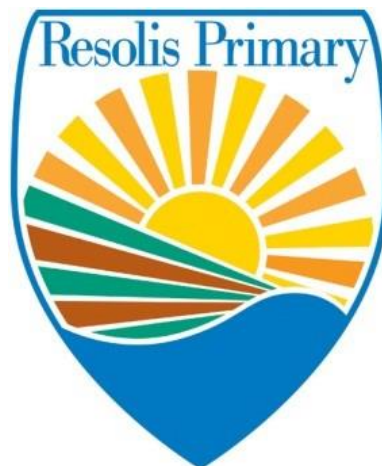


# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2023-2024**

**Resolis Primary School and ELC**



*School Values – Safe and Happy*

# 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.

Rachel Hutchison  
Head Teacher  
Resolis Primary School

## School Profile

### Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

<b>Attendance</b> 94.6%	<b>Average Class Size</b> 19.0	<b>Meeting PE Target</b> Target Met
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<b>Pupil Numbers (inc nursery)</b> 57 (+19 nursery)	<b>Teacher Numbers</b> 3.8	<b>Pupil Teacher Ratio</b> 1:15
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<b>N3</b> 15.7%	<b>N4</b> 9.2%	<b>P1</b> 9.2%	<b>P2</b> 7.8%	<b>P3</b> 7.8%	<b>P4</b> 13.2%	<b>P5</b> 10.5%	<b>P6</b> 13.2%	<b>P7</b> 11.8%
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<b>SIMD Q1<sup>1</sup></b> 0%	<b>SIMD Q2</b> 1.8%	<b>SIMD Q2</b> 00%	<b>SIMD Q3</b> 00%	<b>SIMD Q5</b> 1.8%	<b>Unknown</b> 1.8%
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<b>ASN<sup>2</sup></b> 58%	<b>No ASN</b> 42%	<b>FSM<sup>3</sup></b> 1.8%	<b>No FSM</b> 98.2%	<b>EAL<sup>4</sup></b> 0%	<b>No EAL</b> 100%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Most	Most	Most	Most

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.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

Resolis Primary School's values are 'Safe and Happy,' we also have our aims, known to the children as The Resolis Way.

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

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

# Resolis Primary and ELC - Values and Aims (Children's version)



Everyone happy

Ready to change the world (Find positive solutions to problems)



Understand and like ourselves and others (Recognise our mindset impacts on others and theirs on us)

Do things the Resolis Way (Be positive)



Have a love for learning (Take something from everything you do - even if you didn't enjoy it)

Everyone is equal



All welcome (You can learn something about yourself, others and the world from everyone you meet)

Learn from your mistakes (Mistakes are where learning starts - try and see what can be learned)



Always aim high (Don't give up - find a way through problems and you'll fly)

Matched to Growth Mindset Jan 2019

## 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:

**Complete progressions for Writing and Maths tracked on digital Profiles.**

#### Purpose:

To ensure childrens progress is recorded accurately and shared with parent/carers in a accessible way. To create a digital profiling system that children and teachers have ownership off and that parents can follow and engage with.

#### Progress:

##### Content:

- ✓ All class teachers attended planning and attainment meetings in term 2, 3 & 4 with Head Teacher to ensure each child was progressing and receiving the appropriate support required.
- ✓ Whole school tracker created to record pupils progress and attainment at P1, P4 and P7 in reading, writing, listening and talking and also numeracy.
- ✓ School purchased online subscription to 'See-Saw' to aid parental communication and to develop digital profiles for each child.
- ✓ All pupils have created personal targets which are reviewed every 3 weeks and shared with their parent/carers via our digital profiling tool.
- ✓ The use of See-Saw has enabled much stronger home/school partnerships. A significant increase of sharing and recording of pupils' wider achievement with most children sharing their wider achievements from home in school.

#### Impact:

- ✓ Teaching staff and senior management team feel confident in their tracking system to monitor pupils progress at P1 / P4 / P7 in literacy and numeracy.
- ✓ Children's progress is closely monitored and tracked to ensure they are always moving forward.
- ✓ The introduction of See-Saw has been very well received with all families engaging with the online platform. Most pupils have enjoyed sharing their learning at home via see-saw. Parents, carers, pupils and staff have been keen to share feedback to ensure we make the most of this resource.
- ✓ All children are confident in reflecting on their learning, identifying their next steps and with support creating an appropriate next step/target. Most children feel empowered to achieve their target and share their wider achievement knowing they'll receive support at home and in school.
- ✓ The weekly newsletter shared via see-saw keeps parents and families well informed and supports parent/carers to understand the ongoing development of our digital profiling system.

#### Next steps:

- Continue to develop the use of See-saw for digital online profiling.
- Add termly planning and attainment meetings into whole school assessment calendar
- Further develop whole school tracker to monitor progress and attainment at all years, ELC – P7, not just P1 / P4 / P7. Tracker to include wider achievement, interventions and links to school vision, values and aims.
- Offer drop-in session for any parent/carers struggling to use See-saw
- Teach P3-7 pupils how to upload their own photographs, reflections and personal targets.

School Priority:

## Embedding Pupil Voice through Young Leaders of Learning and Rights Respecting Schools – Silver Award.

### Purpose:

To continue to build on the progress made last session ensuring that pupil voice is fully understood, valued and embedded throughout the school community, not just P6/7. To support all learners to understand their rights through Rights Respecting Schools Award with a view to achieving The Silver Award.

### Progress:

#### Content:

- ✓ Unfortunately, this area of the SIP was not actioned due to a pressures out with our control and a period of instability with staffing.
- ✓ Although the YYL scheme was not followed formally many opportunities were created to seek pupils' thoughts and opinions. P6/7 pupils were enabled to lead the organisation of, and host, two major school events: HT retirement party and summer fayre open to the wider community.
- ✓ Through whole school assembly's elements of UNCRC was shared with pupils and pupils and staff have been introduced to Global Goals.

### Impact:

- ✓ Children shared that they enjoyed when they were able to participate in the planning of whole school events. All children were able to attend two major social events within the school year in addition to the normal school calendar of open afternoons and assemblies.
- ✓ The majority of children are familiar with 'The Rights of the Child.'
- ✓ Through good communication (See-saw) parent/carers have been well informed of up-and-coming events, this in turn has shown a significant increase in pupil and family participation in events.

### Next steps:

- To priorities pupil and staff wellbeing by creating a sense of community through united vision, values and aims. To ensure all pupils and staff social and emotional wellbeing needs are being adequately supported.
- To re-launch YLL within the school community and build partnerships with local schools within the ASG to build accountability and momentum.
- To plan a school event calendar to build on this years success and to enable pupils to continue to plan, lead and host events for the whole school and wider community.
- To complete Rights Respecting Schools Silver Award.
- To continue to develop pupil and staff understanding of Global goals and making connections to learning.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

During this session Pupil Equity Funding has been used to support a number of pupils in different ways. With additional PSA support a few pupils were able to access a short block of life skills lessons, developing and understanding of healthy foods and how to keep themselves healthy and safe within the kitchen environment.

A significant amount of children (23 pupils) received targeted intervention support in literacy and/or numeracy. This supported an increase in the number of pupils attaining a level at P1/4/7 this year. PEF funding was directly used to ensure all pupils were able to attend school trips and residentials and that

children were not disadvantaged by the cost of the school day. Funding has also been used to work with partner organisations to offer alternative learning opportunities for some children which has supported inclusion, health and wellbeing.

## Wider achievements

### Coileanaidhean nas fharsainghe

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Despite some significant challenges throughout the school year there have been many achievements indeed:

- All children have shared their wider achievement through home learning, See-Saw with almost half sharing their wider achievements via the whole school newsletter.
- We have continued to offer a range of sporting activities during lunch and after school, the majority of which are led by dedicated parent volunteers.
  - Football coaching for ELC – P7 pupils
  - Hockey coaching for P2-7 pupils
  - Netball coaching for P4-7 pupils (Sept – November only)
  - Dance coaching for P3-7 pupils (Jan – June)
  - Athletics coaching for P1-7 pupils.
- Resolis Primary School has taken part in a number of hockey tournaments. P1-4 pupils came 3<sup>rd</sup> at The Bailie Cup and P5-7 pupils came 1<sup>st</sup> at The County Sports Athletics Tournament. We have also participated in The Culbokie Shield tournament too.
- Resolis Primary School pupil representatives attended the official opening ceremony for Culbokie Green. P7 pupils participated in the local Rotary Quiz. One primary seven pupil came 1<sup>st</sup> in a Rotary Poetry Writing competition.
- As a whole school community, we have planned and run a major fundraising event that was open to the public, Resolis Primary School Summer Fayre. It was a huge success with a significant number of people attending from the community who do not currently have direct links with the school. The event raised just over £4000.00 for our school fund, a truly tremendous effort for such a small school.
- We have 4 pupils attending Highland Elite Sports Club have found themselves celebrated as Athlete of the Month over the session and one of our pupils has qualified for the Blair Horse trials next session.
- We amended the way we run our summer sports day which was very successful. Pupils, staff and parents spoke very highly of the event and have asked for the same format again next year.
- We have a number of Beavers, Cubs and Scouts throughout the school, this session a few of them have achieved their top award, either bronze, silver or gold Chief Scout Award.
- Many children are involved in physical activity and sport out with school, some of which include athletics, dance, swimming, martial arts, football, rugby, golf, riding, bowling, gymnastics and cycling

## Comments from learners, families, stakeholders and staff

### Beachdan bho luchd-ionnsachaidh, teaghlaidhean, luchd-ùidhe is luchd-obrach

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#### Comments from Learners:

- *We like knowing our targets and what we need to work on, it feels good when you achieve your target and you get to set a new one.*
- *The Summer Fayre was the best day of my life.*
- *I love the outdoor PE cupboard now, it's really cool to be able to play with anything.*
- *We've loved planting and growing things; we're looking forward to eating everything after the summer.*
- *I like that everyone helps each other. There is always someone to play with.*

#### Comments from Families:

- *Children are much happier; we can see a spring in their step and a glint in their eye once again.*
- *I am delighted to be kept up to speed with my child's learning, it is really a lovely feeling when you receive a notification to say they have absolutely smashed their Blackwell spelling test and made such great progress.*



- *A wee note to congratulate you on a fantastic fundraising event! I know what goes in to organising something like that, and we're so grateful for your investment in our children and our community. Thank you so much for building it.*
- *I love that the kids feel part of the big family and the teachers make the effort to get to know each and every pupil.*
- *I like that year groups mix and that the children also do things with nursery too.*
- *Yes, I love seeing the daily activities, the photos are brilliant too.*

**Comments from Stakeholders:**

- *The children are very polite, they are a pleasure to work with.*
- *It's been lovely to meet children from Resolis today, they are all confident to speak with adults and have listened really well.*
- *I can't believe what a lovely school you have, the children have done a splendid job creating and running all of their stalls. It's really terrific to have been able to come and see the school. We've lived in the area for 6 years and this has been our first opportunity to attend a community event. We've loved it and hope you'll do it again.*

**Comments from Staff:**

- *Resolis Rocks, it's a really special place to work and almost everyone supports and helps each other to get things done.*
- *Resolis Primary School is my favourite school to come to on supply, the children are all keen and eager to learn.*
- *There are lots of things about Resolis that make it special.*

## 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
<b>QI 1.3</b> Leadership of change	Satisfactory	Satisfactory
<b>QI 2.3</b> Learning, teaching and assessment	Good	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Satisfactory
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Good	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

The 2023/24 session was a challenging year for many at Resolis Primary School. The school community has experienced a significant amount of change in a very short period of time. As a whole school community we are excited for and looking forward to next academic session.

## Key priorities for improvement planning Prìomhachasan airson planadh airson leasachadh

1. Create a school vision that is shared by our whole school community. As a whole school community reflect on our current school value and aims and update or re-affirm as appropriate. Create a sense of pride and belonging within the school community.
2. Improve Health and Wellbeing throughout the whole school community:
  - a. Develop Resilience
  - b. Establish a '*Nurture for all Approach*' which will include the development of a Nurture Room provision with Nurture interventions throughout the school year.
  - c. Create opportunities for the wider community to participate in school activities.
  - d. Ensure all staff feel well supported and promote pupil and staff wellbeing.
  - e. Ensure children understand their rights linked to the UNCRC and SHANARRI. Achieve Silver accreditation for Right Respecting Schools.
3. Continue to raise attainment in writing and numeracy through careful planning, tracking and monitoring. Draft a Curriculum Rationale / Learning and Teaching Policy for Resolis Primary School.

## Planning ahead

### A' planadh air adhart

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Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [Resolis Primary School Website](#) or by contacting the school office.