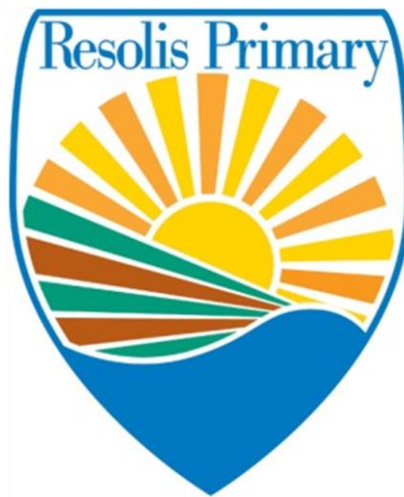


Standards and Quality Report

2021/22



Resolis Nursery and Primary School
HIGHLAND COUNCIL |

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

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.

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 in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we are progressing towards achieving these positive outcomes and changes.

Our School

Resolis serves a rural catchment. We form part of the Fortrose Academy ASG alongside four other similar sized Primary schools, two larger Primaries and Fortrose Academy itself. The ASG schools have an excellent collaborative working relationship.

We are a 3 teacher school with a teaching Head, a Principal Teacher, a full-time class teacher with staff covering management and CCR time. We currently have two PSAs and part-time clerical support. Our full-time Nursery has 3 Early Years Practitioners. All our staff know the children, and their families, very well having long connections with the two previous schools and Playgroup from which Resolis Nursery and Primary School were formed 14 years ago. We are all committed to their welfare and learning; the children come first in all we do.

The majority of our children are drawn from within catchment and social deprivation is not a significant factor affecting attainment across the school though we do have some families who require support. Our parents are very supportive of both their children and the school as a whole. We have a thriving Parent Council. We have a high number of children who have additional support needs and they are well supported through effective use of well trained PSAs using well researched intervention strategies to ensure continuing progress.

When last inspected by HMIE in October 2017 Resolis Nursery and Primary was evaluated as 'good' in all areas with 'very good' in Ensuring Wellbeing, Equality and Inclusion.

Our School Vision, Values and Aims

Resolis Primary School - a safe, happy and exciting learning environment for all our children. Our aims are:

To provide a happy, healthy and stimulating environment for children and staff.

To develop and promote the values of justice, compassion, and integrity within our pupils.

To present a differentiated curriculum to the pupils in an interesting and imaginative way, within Curriculum for Excellence, involving children wherever possible in the decisions about their learning and school life. Thus developing a positive self-image, a sense of self-worth in all our pupils and the self-confidence to attempt new learning whenever it is encountered.

To create an ethos of achievement and to celebrate all success such that our pupils become successful learners, confident individuals, responsible citizens and effective contributors.

To raise pupils' attainment and establish high standards in attendance and behaviour.
To ensure that each child is helped to acquire and develop an appropriate range of knowledge, skills and attitudes, at a suitable rate, which are necessary for success in an ever-changing global community.
To work with partner agencies to meet the needs of the whole child and to be an inclusive school for all the children in our catchment area.
To provide equality of opportunity for all staff and children irrespective of gender, creed, race, colour or ethnic origin and to equip our pupils to tackle all forms racial discrimination with confidence in who they are.
To work in partnership with parents and the wider community to enhance the quality of the children's welfare and learning
To pursue the personal and professional development of all staff according to identified needs.

Resolis Primary School 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 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

ELC setting reflects that of school but with fewer Resolis Way Aims:

- Everyone happy
- Have a love for learning
- All welcome
- Everyone equal

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

P1/2:

I like Hockey Club, it keeps me fit and healthy

We have whole school days when we can see all the big people and share what we are good at and we share our knowledge, like big construction day

We play with Nursery and get to make more friends before they come into our class

I could go into Nursery on my brother's first day when Mummy and Daddy couldn't be there so when he was scared I could be there with him.

We learn to be creative

We do lots of fun things like learning to make pancakes with Emma, our cook.

Mucky Thursday is fun, we get to solve problems with water, pipes, bricks and wood and things. We have to work together to work it out and our arguments

P3/4/5:

Everyone is kind and sweet to other people

That everybody is always smiling

We have done lots of work on how to be responsible and respectful to others, that's what makes our school so good, the teachers have taught us to use Decider skills and SHANARRI and show us how to use it.

We have after school clubs that other schools don't have

The teachers are good

We are good at sharing both inside and out in the playground

Everyone knows each other, everyone is friendly

I like my friends, my teachers and my learning

P6/7:

It's all good energy around the school because people help out a lot

If you need to tell a member of staff something personal they are always nice about it and will help you.

I just think that in the playground there are toys that are nice and fun and we have such a big space to be together in

I like how the teachers and parents/mums take time out of their day to do after school activities with us

I think this school is very unique because everyone knows each other, the staff are very kind. We have a big playground and we are not too close to the road.

Teachers have a good way of teaching because they always make sure you understand.

Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

P1/2:

P3/4/5:

I would like more toys outside for playtimes, this would give us more choice and let us have different experiences and develop new skills maybe

I would like an astroturf hockey pitch and not our bumpy grass then we would be even better hockey players and win more

I would like our pond back then I can sometimes sit by the pond and relax, it would attract animals too

I would like for everyone to play football together and it would be more fun because the matches would be better with people like the P7s

We loved our Spheros work and it would be good to have some of those things we can program ourselves.

Can we have lego with motors and make things move? Then we would learn new things whilst playing and we could have used them in our work too.

P6/7

I would like to see the pitch to be half astroturf so half for football and half for hockey. Then we could go away for Hockey games and people could come here it would boost our passing and we'd be used to playing on it.

After school P7s could lead a sports activity at the end of the dy. They could choose something other than football, netball or hockey. It would give the P7s more leadership skills and the others more energy.

Maybe more trees for the playground. I think it would be fun for the kids to play in and we'd get more animals and birds and stuff

Maybe we could use the playground sometimes to practise our bike skills to make us safer on the roads.

I would like to get some robotic toys like they have at the Newton Room so we can all learn to program more. If someone wanted to be a computer programmer that could help them now.

I would like to have more books where you can have choices in the like Beast Quest, it would mean kids would have more choices.

I was thinking we should get more up to date books but I know this is in motion. It would make people want to read more if they were newer and in good condition.

Our Improvement Journey Headlines Session 2021/22

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

Improvement Project 1: Recovery from Covid19 impact:

Primary focus: Performance Information

Year of Project: 2

Purpose: Covid 19 has put many strains and stresses on pupils and their families and on school and staff, this project aims to identify impacts and mitigate them as far as we are able.

Progress and impact:

Content:

ELC

- More targeted use of Learning Journey documents to comment specifically on 'the learning' within photos etc. Monitoring exercise by HT twice over session shows learning comments more clearly defined – examples in Monitoring sheets
- Comments specific to Health and Well Being aspects of Nursery activities Increased – comparison of Learning Journey entries over time shows increase in number and quality of comments and are followed up where necessary in PCP. Weekly meetings always start with review of children's LJ and PCPs.

SCHOOL

- Children identified as having been impacted by Covid in some way – loss of confidence, academic under performance, anxieties arising from Covid in families/school have worked with Covid Recovery teachers.

Writing

P2 pupils Good progress - Writing moved 2 SOFA bands from Oct '21 – March '22

P4 pupils –Writing 20% moved 3SOFA bands, 20% moved 2 SOFA bands, 60% moved SOFA1 band from Oct '21 – March '22

P6 pupils – Writing 40% moved 2 SOFA bands, 60% moved 1SOFA band from Oct '21 – March '22

Reading

P4/5 pupils 60% moved 2 SOFA bands, 40% moved 1SOFA band

Maths/Number

P2 pupils – 50% moved 2 SOFA bands 50%, moved 1 SOFA band from Oct '21 – March '22

P6 pupils - 66% moved 2 SOFA bands, 33% moved 1 SOFA band from Oct '21 – March '22

P3 pupils – pencil control, fingers/ hands/wrist strengthening exercises – good handwriting improvement

- Individuals identified as struggling with range of issues impacting on academic potential, relationships with others worked in Poly Tunnel to develop organisational skills, taking pride in growing food for school, have unpressured time to talk to staff etc

Pupils say they have enjoyed the time to talk to staff whilst working, have enjoyed knowing children are eating what they have grown, felt more motivated to work when returning to class

- Whole school initiatives on use of Decider Skills, embedding Well-Being indicators, introducing Super 6 Skills through weekly assemblies and focus in classes.

Awaiting results from SHANARRI Surveys

- Use of SOFA assessments to track academic performance more closely for all pupils especially Covid impacted, allows for analysis of gaps with whole class/groups eg: reading group/maths groups and individuals and targeted input thereafter.

See above

Next steps:

Continue to make use of SOFAs 3 times a year to identify gaps in learning – individuals/groups/classes

Plan interventions for PSA time from data analysis

Update tracking and monitoring documentation.

Staff training on entering own class data onto tracking and monitoring sheets

Improvement Project 2: Talk for Writing Programme

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: Writing results have been inconsistent across year groups and across time, need consistent program of work across whole school

Progress and impact:

Talk for Writing:

All staff trained including Nursery

ELC

Baseline of oral story telling in place next session 2022-23

School

All classes using story maps, this is working well and pupils report enjoying this element

Classes have range of high quality stories as stimuli for children's writing

Made some use of programme but too big and takes a long time to get an extended piece of writing, so no time for over learning, further practice within the year.

*Have planned parts that have worked well into writing progression for 2022-23
Children really enjoyed the story maps and creating their own but felt it took too much time to start/ finish a piece of writing and there was too many elements of writing to focus on at one time.,*

Next steps:

Need to find more succinct program, allows for genres to be practised a number of times over a term/year.

School to take part in Stephen graham CPD sessions

Development of writing progression, with elements of each programme, T4W and Stephen Graham used, linked to benchmarks.

Moderation of writing both school and ASG wide across 2022-23 session

Improvement Project 3: BSL

Primary focus: School and ELC improvement

Year of Project: 1

Purpose: To learn BSL as L2.

Progress and impact:

Whole school including Nursery, PSA's management staff completed BSL training.

Progression in place across Nursery and Whole school for teaching and learning of BSL to be fully implemented in 2022-23 session.

Anecdotal evidence from pupils and feed back from parents shows that children have really enjoyed learning BSL, feel it is valuable to society as a whole. Many children have gone home and have taught parents/siblings BSL – as reported by parents at Parent Council meetings this session. Feedback from parents very positive towards the teaching of BSL in terms of inclusivity.

Next steps:

Implementation of BSL progression across Nursery and School

Initial survey of pupils views of BSL – confidence/ current knowledge levels/teaching and learning styles used. Follow up with end of session survey.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very good
3.2	Good

Raising attainment and achievement

Our children and young people believe we have made the following progress this session:

Theme 1 Very good
Our relationships

Theme 2 Good
Our learning and teaching

Theme 3 Satisfactory
Our school and community

Theme 4 Very good
Our health and wellbeing

Theme 5 Good
Our successes and achievements

Our overall evaluation of our school's capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.