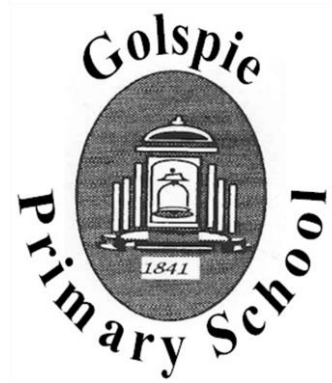


STANDARDS & QUALITY REPORT

2022/23



Golspie Primary School
HIGHLAND COUNCIL | BACK ROAD, GOLSPIE, KW10 6RW

Introduction: Local and National Context

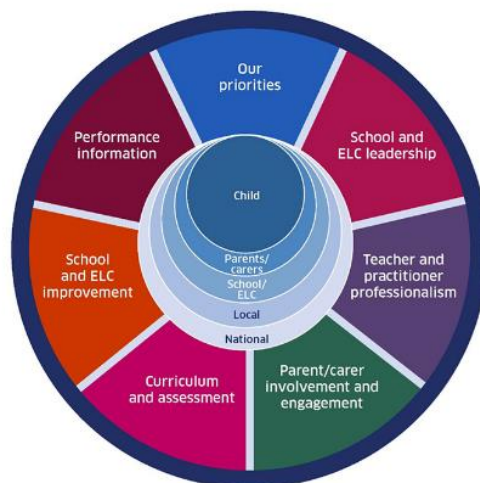
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

Kindness Happiness Honesty Hard Working Creative

We are pleased to present our Standards and Quality Report for Session 2022-23. 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

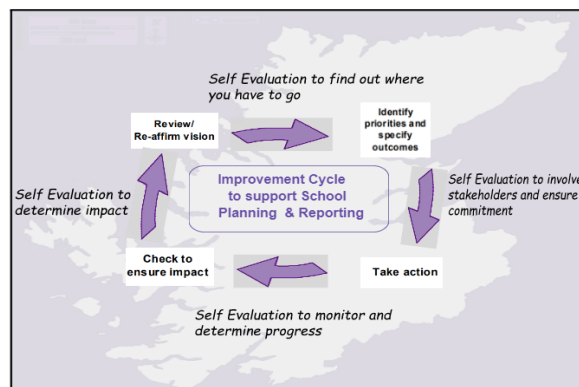
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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 daonna 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](#). 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 94.4%	Average Class Size 20.8	Meeting PE Target Target Met
Pupil Numbers 104	Teacher Numbers 7	Pupil Teacher Ratio 15.1

N3 XX%	N4 XX%	P1 19.2%	P2 6.7%	P3 14.4%	P4 16.3%	P5 13.5%	P6 15.4%	P7 14.4%
SIMD Q1¹ 0-10%	SIMD Q2 40-50%	SIMD Q3 50-60%	SIMD Q4 0-10%	SIMD Q5 0-10%	Unknown 0-10%			
ASN² 30-40%	No ASN 60-70%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 0-10%	No EAL 90+%			

2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Majority	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.

Golspie Primary School is located in a rural, coastal setting serving the local community of Golspie in North Sutherland.

There are 104 children attending the school and 28 children in nursery, ranging from N3 - P7. We have a number of composite classes and there is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Golspie Primary School and Rogart Primary School. The headteacher is supported by a principal teacher.

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

School vision, values and aims

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:

Attainment in session 2022/23 (focusing on identifying new or widened gaps caused by the Covid – 19 situation)

Purpose:

As numeracy particularly in second level is poor across highland and with an aim to improve numeracy across the entire school we will focus on numeracy as part of our school improvement plan to recover and build on the basic skills of children. Both cluster schools are a part of the highland wide focus group in supporting and delivering a more structured programme of numeracy we will endeavour to begin to introduce this body of work across the school in order to increase success within numeracy.

Progress:

- ✓ Embedded clear pupil progress tracking systems
- ✓ Used data to target and support pupils
- ✓ ELC introduced 'Being Me'
- ✓ Ensured all personal care plans in ELC were detailed and contained current and relevant information
- ✓ Focused on number work for secure foundation
- ✓ Reviewed policies and planning for teaching & learning
- ✓ Ensured regular ways to develop numeracy in ELC

Impact:

- ✓ Pupils in need of support are quickly identified and interventions put in place.
- ✓ Most children made a year or more progress in numeracy and 18% made more than the year progress in numeracy.
- ✓ Audit of learning environment in Nursery has highlighted ways of developing the environment further and ensured there are no gaps in pupils' experiences and outcomes. Further developments

- ✓ PSAs working with focus groups in partnership with class teachers and additional support needs teachers

would be including scales and more measuring materials.

- ✓ Needs of Nursery children are effectively shared amongst parents and most EYPs, through regular discussions around personal care plans.
- ✓ Some progress has been made in this area, progress will continue into next year.

Next steps:

Revisit the assessment tools we use for numeracy and provide training for the Highland Numeracy Progression. Provide more intervention 'catch up' sessions for targeted children. Embed numeracy opportunities in all areas of play, indoors and out, across early years. Further training in Early Years Numeracy. Continue to review our teaching and learning pedagogy by engaging in the work of Bruce Robertson.

School Priority:

Rights Respecting School to develop Positive Relationships

Purpose:

The aim of Rights Respecting School (RRS) seeks to put the UN Convention on the Rights of the Child at the heart of the school's ethos and culture. This will build on the vision, values and aims developed last year. The aim is to improve well-being and develop every child's talents and abilities to their full potential. A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted.

Progress:

- ✓ Completed School Self Evaluation for Bronze accreditation
- ✓ Member of staff attended training for achieving the Bronze award for RRS
- ✓ Whole staff self-evaluation of positive relationships
- ✓ Actions prioritised
- ✓ Possible ways forward for a whole school programme for positive relationships investigated and presented to staff by Head teacher
- ✓ Pupil Council formed by class votes. Two children represented each class on the council.

Impact:

- ✓ Pupil voice identified as an area for development
- ✓ Whole school programme for positive relationships identified as next steps
- ✓ All staff agreed to take forward Compassionate and Connected Classroom as a programme across the whole school
- ✓ Assemblies are based around school values and celebrating children's achievements including those from outside of school
- ✓ Pupil council contributing to pupil voice on topics such as playground behaviour
- ✓ Some progress has been made in this area, most teaching staff have been involved in the planning of how to take this forward by prioritising actions and debating the use of suitable programmes.

Next steps:

Implement Compassionate and Connected Classroom across the school. Classroom charters to be developed. Use of houses to be used across the school for rewards and school competitions. Pupil Council to finalise playground charter. Develop playground leadership with Highlife Highland.

School Priority:

Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment

Purpose:

This project has been developed in response to dips in attainment in both Literacy and Numeracy across Highland. There is a variation in confidence across schools in using the Benchmarks.

Progress:

- ✓ ASG staff surveyed to identify areas to develop for moderation
- ✓ School numeracy and writing moderation events took place using the benchmarks
- ✓ A collection of pieces of writing for moderation is now available across the ASG
- ✓ In-service day ASG writing moderation event took place 5th June 2023

Impact:

- ✓ ASG survey results used to design In-Service event; large demand to meet with stage partners and to look at pieces of work together
- ✓ Various documents were being used for moderation prior to last year. Benchmarks are now more reliably used for moderation as discussed and used in regular attainment meetings.
- ✓ Staff report the benefit of moderation exercises as a chance for professional discussion and increase confidence in decisions. Head Teacher sees this increase in confidence in moderation exercises and discussions during attainment meetings.
- ✓ Adequate progress has been made in this area

Next steps:

To resurvey staff to identify if and where confidence has increased. Secondary staff to work with P7 staff to share expectations and judgements. Continue moderation work, applying to further areas of the moderation cycle. ASG In-service event moderating bodies of work for numeracy. Cluster moderation exercises for Listening & Talking.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Having had a target of 6 children for the attainment gap to close for numeracy, 8 children made a year or more progress in last year. 5 children closed the gap completely and are now at age related expectations for numeracy.

In literacy there was a target of reading to improve by 6 months + for 7 children, 10 children achieved this from the target groups.

Spelling was to improve by 6 months + for 6 target children, 7 children achieved this.

For writing there was a target of 7 targeted children reaching age-appropriate expectations, 7 achieved this.

Wider achievements

Coileanaidhean nas fharsainghe

We had Ross County football coaches for term 1.

Running club was supported by a volunteer organised through Highlife Highland, this resulted in teams being entered into four cross country events, each event attracting more interest from pupils in the school. One of our pupils was a medal winner on numerous occasions by being placed in the top ten. In the schools' cross-country race at Bonar he came an incredible second.

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16th September P6/7 visited Golspie Chocolate Factory.
Annual sponsored walk Wednesday 21st September, the total was over £1,500. Volunteers very kindly held a raffle in support of the walk and raised a further £930.
Children enjoyed Kodaly and Feis across the whole school.
Rugby training for 6 sessions aimed at P6 & 7 in term 1 and 4.
Attended Primary Schools' Benchball competition 25th October, both the boys' and girls' teams won silver medals.
In term 2 pupils took up stringed instruments in addition to drumming, whistle and chanter thanks to Highlife Highland.
The whole school visited the War Memorial on Thursday 10th November and children laid a wreath on behalf of the school on Remembrance Sunday, both events organised by one of our teachers.
Eco-Committee organised by one of our teachers, received a VOSPR award for their work creating a variety of habitats for wildlife, keeping our school free from litter and raising awareness of biodiversity.
One of our pupils was the overall winner of the Highlife Highland Rangers Mammal Art Competition in November.
Friday 18th November, we raised awareness with a PJ/Pudsey dressing up day and creating a snake down our corridor using loose change.
Saturday 19th November, P6/7 created Christmas cards and decorations to sell at the Soup and Sweet event. P7 children did incredibly well serving members of the public at the event.
Basketball competition 22nd November, where our boys team won silver medals.
17th November, P6/7 volunteered planting oak trees at the Littleferry memorial stone.
1st December saw our first Golspie Primary Christmas CD being recorded thanks to one of our teachers. This went on sale Monday 5th December and raised just under £300.
P4 decorated and packed gift boxes in support of MFR's Cash for Kids.
Christmas lunch and Christmas Jumper day, Thursday 8th Dec.
P1 & P2/3 Nativity for families 15th December.
Christmas parties 19th & 20th Dec.
Carols at the church with parents, Thursday 22nd December.
Term 3 P5, 6 & 7 had 6 weeks of swimming lessons.
P1 decorated and delivered stones illustrating Golspie to Golspie Train Station to welcome visitors to the village.
15th Feb P7 competed in the Rotary Quiz at Lairg, they led the competition most of the time but in the end came second with just one point in it.
P6/7 visited the Golspie heritage centre.
5 weeks of Tennis lessons for P4, P5/6 & P6/7 in Term 3 and 4, made possible by one of our teachers.
All children received a 5 week block of golf lessons starting in March 2023 organised by Highlife Highland.
We had a young author visit us 2nd Mar World Book Day.
Term 3, P6/7 published their first Golspie Gazette.
3rd Mar was a Badminton tournament, where one of our P7 boys took home the boys singles trophy.
P6 and P7 visiting Newton Rooms 15th March.
17th Mar was celebrating Red Nose Day/Tykes and raised £123.50 in donations.
24th Mar was a Ceilidh dancing competition where we came 2nd in the Gay Gordons and the team was 5th overall.
w/c 27th Mar Golspie Primary featured on MFR's School of the Week.
30th Mar P7 watched Maya and the Whale at GHS, and P5 – 7 watched Plockton's School of Music perform.
31st Mar we had an Easter Service at the Free Church with parents and children provided the music.
April, one of our teachers successfully received funding for a subscription to music software and some keyboards compatible with our Chrome Books.
Term 4 Nursery visited the library on a fortnightly basis and P4 visited on a weekly basis.
A PSA began Playtime Discos in April which continued to be popular for the rest of the year.
19th April Nursery to P7 had a Clarsach class concert and experience thanks to one of our parents.
Term 4 the school took part in the Sutherland Coronation Art Competition. One of our pupils was the overall winner for the whole of Sutherland.
P5/6 received 5 sessions to develop sports leadership.
3rd and 9th May Highlife Highland ranger visited P5/6.
5th May the school celebrated the coronation of King Charles III.
10th May one of our pupils won a silver medal in the 200m at the Highland Disability Athletics.
11th May Generation Science put on a performance for our P1, P2 & P3 children.
22nd May P4 visited Tain Cheese Factory.
30th May SSPCA visited the school.
P5/6 took part in 4 online Gaelic lessons.
June, Nursery staff successfully bid for funding for a polytunnel.
6th June was school Sports day.
8th June was the football festival and both the boys' and girls' team won silver medals.
19th June P4 visited Aldie Burn.

Kindness Happiness Honesty Hard Working Creative

P1, P2/3 visited Bonar soft play and Shin Falls Playpark 20th June.
 P5/6 and P6/7 had a trip to Fairburn for some outdoor adventurous activities 21st June.
 Each class enjoyed a day of outdoor learning with Ian Patterson in term 4.
 26th June the return of the Paynter cup for football, Golspie came second.
 27th June, P1 Beach school.

Comments from learners, families, stakeholders and staff

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

Partners in Highland Council have reported that the children are very welcoming, friendly and confident in engaging in conversation. Behaviour in classes is good.

Supply staff have commented that the children are 'so lovely' and, 'I have enjoyed working in your school. The students are fantastic to work with'. Referring to working with different classes across the school it was reported that they all had 'an excellent attitude towards PE and enjoy it'.

Parent Council appreciate the hard work staff are putting in to bring back as many activities and events that were previously lost in COVID.

Parents really like Seesaw as a method of communication in Nursery, P1 and P4.

Pupils and staff believe soft starts are working well and supporting well being.

Pupils and staff enjoy outdoor learning and would like to develop it further. Staff believe it develops teamwork, natural curiosity and increases engagement.

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
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. Positive Relationships – a whole school approach
2. Further developing the progression of math's across the school
3. Using and applying research to continually improve quality teaching & learning

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on the Highland website [Schools - Golspie Primary | The Highland Council](#) or by contacting the school office.