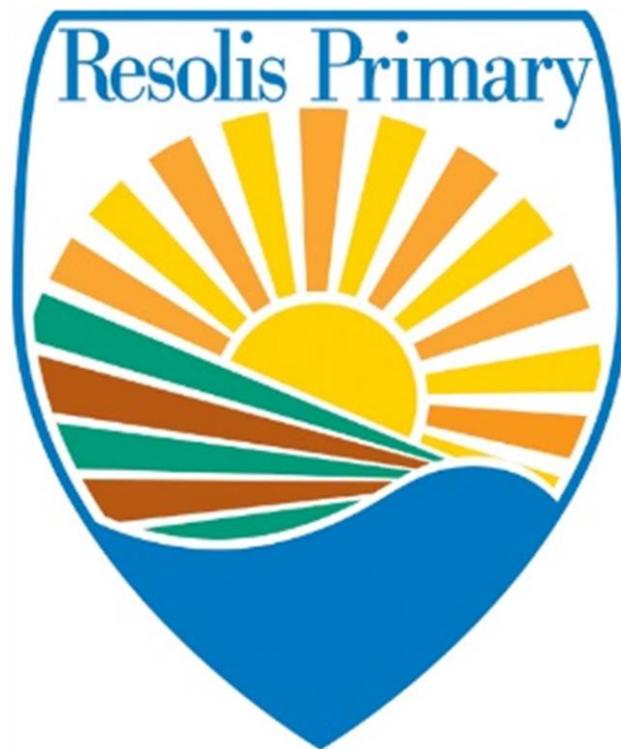


# Standards and Quality Report

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2022/23



**Resolis Primary School and ELC**  
HIGHLAND COUNCIL

# Introduction: Local and National Context

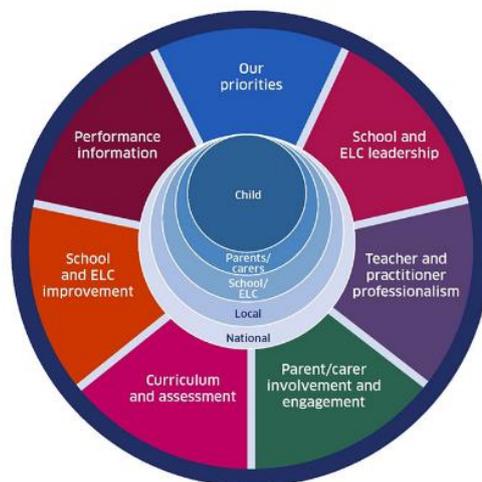
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

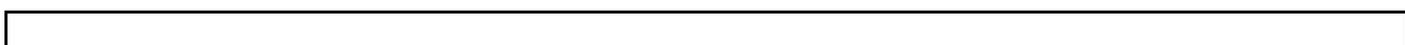
To support self-evaluation, quality indicators from the national evaluative framework *How Good Is Our School?* 4 are referenced.

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%



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

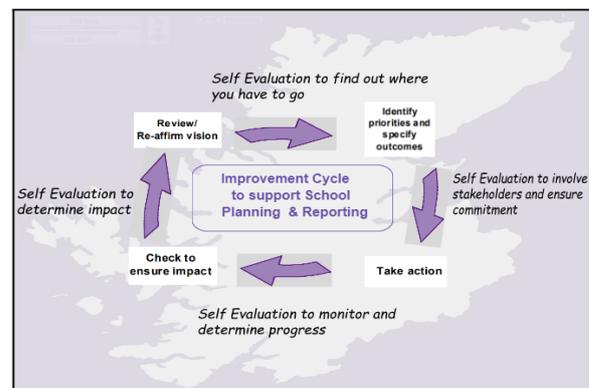
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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 daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Jane Bentley  
Head Teacher  
Resolis Primary and ELC

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> 96.1%	<b>Average Class Size</b> 21.7	<b>Meeting PE Target</b> Met
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<b>Pupil Numbers</b> 65	<b>Teacher Numbers</b> 4	<b>Pupil Teacher Ratio</b> 18.6
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<b>P1</b> 10.8%	<b>P2</b> 10.8%	<b>P3</b> 15.4%	<b>P4</b> 12.3%	<b>P5</b> 13.8%	<b>P6</b> 12.3%	<b>P7</b> 24.6%
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<b>SIMD Q1<sup>1</sup></b> 0-10%	<b>SIMD Q2</b> 0-10%	<b>SIMD Q3</b> 0-10%	<b>SIMD Q4</b> 90+%	<b>SIMD Q5</b> 0-10%	<b>Unknown</b> XX%
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<b>ASN<sup>2</sup></b> 50-60%	<b>No ASN</b> 40-50%	<b>FSM<sup>3</sup></b> 60-70%	<b>No FSM</b> 30-40%	<b>EAL<sup>4</sup></b> 0-10%	<b>No EAL</b> 90+%
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2022/23 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	Majority	Most	Most

We have had no exclusions this year.

<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

**School vision, values and aims**

**Lèirsinn, luachan agus amasan na sgoile**

# 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

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

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

## 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: Maths – Better understanding and use of Benchmarking and Introduction of Leckie Program

Nursery Priority Understanding of Importance of Counting in ELC

**Purpose: Staff to become more confident in use of benchmarks to track and assess attainment in Maths/Number of all pupils, to make use of benchmarks with SOFA assessments to continue to close the attainment gap, to work with ASG on use of Leckie Maths Program**

#### Progress:

Content  
ELC staff member completed Education Scotland 'Supporting Learners with Early Foundation of Counting Course'

Successful introduction of Leckie Maths across the school

Now working in tandem with all Fortrose ASG Primaries and Fortrose Academy using Leckie

Leckie scheme and Benchmarks planned into overview/whole school progression

#### Impact:

- ✓ P4 and P7 have improved outcomes for children at end of a level.
- ✓ All pupils at P1, P4. P7 are working above Scottish National average in Maths.
- ✓ All pupils show improved use jotters/organisation of maths and Number work on the page.
- ✓ Learner feedback shows that almost all pupils recognise their improvement in Maths.
- ✓ The majority of pupils are able to identify specific areas of success and areas for improvement in Maths
- ✓ Good progress was made in this area.

#### Next steps:

Embed learning from Education Scotland 'Supporting Learners with Early Foundation of Counting' course into working within ELC.

Complete overview/progression with Early Level (ELC), HNP assessments, outdoor maths, counting collections and story problems.

Once complete run Stay and Play Nursery session and Parent Workshop for school - share documentation, engage parents with elements of Maths progression eg: Nursery counting activities, outdoor Maths session, class taught maths session, counting collections. story problems etc

School Priority:

Developing Pupil Voice in Resolis: Young Leaders of Learning/Rights  
Respecting Schools/Coding Club

**Purpose:** We need to make pupil voice more meaningful and relevant in aspects of school life, we need to give our pupils the skills they need to make decisions which will benefit everyone in Resolis Nursery and Primary School, opportunities to develop leadership skills in school

**Progress:**

Content:

Staff and Pupils attended Education Scotland  
Young Leaders of Learning

Pupils created noticeboard for whole school about  
YLL and did whole school assembly

YLL took part in Mid Ross Cares work

Pupils hosted two local Primaries to YLL morning,  
gave tour of school, gave presentation of 'Best  
things about Resolis Primary' based on survey of  
whole school, took questions.

Attended YLL morning at a local Primary, asked  
questions, brought back ideas to share with rest of  
school about improving Resolis Primary

Rights Respecting Schools P3/4/5 class gave  
assembly to whole school on Children's Rights,  
UNCRC implications for children

P3/4/5 have created 'Action plan for Silver' to  
qualify for Bronze status in RRSA

Resources purchased for 'Coding Club'

**Impact:**

- ✓ YYL group show improved confidence in class/  
with large groups/talking with adults. Feedback  
from group all say they feel they can present  
effectively to large groups and discuss issues  
with others, including those they do not know.
- ✓ Group were highly commended by local  
councillors and officers of the council for their  
input to Mid Ross Cares forum.
- ✓ Feedback from local primaries about YLL days  
was wholly positive
- ✓ Most children in school understand the work of  
YLL and have found having a voice a positive  
experience
- ✓ All P3/4/5 pupils have good understanding of  
Children's Rights and how they impact on  
pupils in school
- ✓ Pupils ready to begin Silver Award Work
- ✓ Very good progress was made in this area.

**Next steps:**

New YLL pupils to be interviewed and selected, priority for work in 2023-24 session to be identified and  
action plan developed to include future visit to other schools to share progress

YLL to share work so far with Parent Council

P3/4/5 class to continue RRSA work – introduce new pupils to class to work so far and begin work  
towards Silver Award

P3/4/5 to share work so far with Parent Council

Develop links with parent to start Coding Club at lunchtimes

## A whole school writing approach for Resolis

**Purpose:** To improve attainment in writing across Nursery and School, enhance confidence and creativity in writing for both pupils and staff, develop a whole school writing approach

### Progress:

#### Content:

All teaching staff attended CPD and Networking meetings on Effective Writing from Stephen Graham

All classes are using Effective Writing as a process of teaching text types eg: Instructional writing, descriptive writing

P1-4 continue to use oral story re-telling and story maps for narrative writing

### Impact:

- ✓ Moderation shows most children can use Effective Writing structure to produce high quality pieces of writing
- ✓ Children can identify features of text types and recognise where they have missed elements eg: use of particular pronouns.
- ✓ Increased independence of most children in setting own targets in writing
- ✓ Paragraphing has improved for majority of children
- ✓

### Next steps:

Develop two year program/progression for Writing across Nursery/school

Continue to embed Effective Writing for all other text types eg: report writing, explanation writing etc

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

Reading is now very well resourced through Phonic Books, Floppy's Phonics, Oxford Reading Tree non-fiction books and Collins Connectors non-fiction books.

Phonic Books have shown clear improvement in reading for those children identified as struggling with retention of phonics

Use of non-fiction across school and over the session is now planned and is improving.

All children were able to attend P6 and P7 residentials this session

Staff used PEF days to start development of both Maths and Writing progressions/overviews across school and to produce high quality teaching plans for text types in Effective Writing

## Wider achievements

### Coileanaidhean nas fharsainghe

Resolis have had a very successful year.

We have taken part in a number of Hockey Tournaments both locally and with teams from all over Highland. The progress of our Hockey group of up 35 out of our 65 children, is incredible. We have dedicated parents to thank for their unerring effort and time given to this club. Our netball club has thrived through the session and we have a football club both of which have been run by staff members. We have been lucky enough to have a past pupil, now at Fortrose Academy, volunteer to run a basket ball club as well since February. We had a lunchtime Rugby Club, run by a parent, for good measure also this session. As a result of our 65 pupils 57 have been involved in one or other after school club over this session. We have been successful also in taking numerous awards in the STEM challenge program 'If you were an Engineer. We had winners for P1, P6 and P7 categories for Highland, with our P7 pupil taking overall 'design engineer' award for the Highland. Some of the children attended the Awards Ceremony at Robert Gordon University.

P1-4 children were joint winners of the Baillie Cup athletics event.

P5-7 were winners at County Sports.

P3/4 and P6/7 classes were awarded first prize in the Lord Lieutenant's King's Coronation Art competition with Resolis Primary taking first prize over all for Fortrose ASG. Mr Angus Watson, Deputy Lord Lieutenant, presented certificates and the Royal Crown Coin to Resolis pupils.

A number of children took place in the Rotary Club photographic competition and again we had winners and runners up in the P6 and P7 age groups local area competition. Our P7 pupil's work then went on to take first prize for the Highland Region.

Our 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 have had a number of Scouts, Cubs and Beavers earn their Chief Scout Silver Award this year as well as awards gained for Highland Dancing, Acro and Li'l Dragons. What a fabulous lot!

Parent Council have had a very successful year in organising social events such as the Curry and Quiz night, re-invigorating the social side of our Sports afternoon bake sale, refreshments, raffle and sweeties in the bottle – as well as treats for hot children at the end of the day. PC have also raised over £900 over the year and funded transport for trips – thank you. PC have also had success in bringing their concerns over the quality of ingredients in school meals to the attention of HC

## Comments from learners, families, stakeholders and staff

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

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In surveying school for their views of Resolis Primary the Young Leaders of Learning found three elements of our school stood out – The People and The Vibe, The Playground, The Together Times.

We have worked hard this session to bring back whole school activities as we used to do. These have centred around Expressive Arts and outdoor learning this session.

Here are some comments from our pupils:

- Loved the dance sessions, loud music, good moves, can we do it again?
- I loved making the Space Adventure music with people from the other classes.
- I've never had to take some one to a tree blindfolded before and then get them to find the same tree again later before, but it was good fun!

Many children have commented on these activities in their Learner's Statements and parents in their report comments have also said how much their child enjoyed and got out of these afternoons.

Leckie Maths – children's comments:

- I like that you have to set things out carefully in our jotters and I am definitely better at this.
- It was really difficult to work in the jotter at first and sometimes it's still hard but I like the maths better than our other booklets
- The challenges are really hard, but it's so good when you solve one
- I think this will help when we go to Fortrose Academy because they use the same text books so I'll have a good idea what to expect.

Effective Writing – children's comments

- I like really knowing what to write, it's like a recipe that I can follow
- My writing is so much better, in my opinion, than it was before we started this. I used to find starting hard, even though we'd gone over it in class, but now it's easier and my writing is better
- It can be a bit frustrating as there can be quite a lot of talking before writing and I just want to get on with it, but the talking is teaching us things that will improve our work so it's ok.

Young Leaders of Learning – children's comments

- It's one of the best things I've done
- I surprised myself when the other schools came to visit, I never knew I could present that well
- I have really enjoyed the chance to have a go at this and talk to so many different people, I am definitely more confident in outing forward ideas and thoughts now, even to people I don't know.
- I hope the children who carry on with this and who get to do it next enjoy it as much as I did.

- I am more confident when I speak to people, I know I can answer their questions and I can do great presentations
- I wish I could carry on doing this when I go to the Academy

Our Nursery has seen significant staff changes over the session but I have spent time at the gate at pick up time and parents have wanted to tell me how they feel things were going with new staff over the session:

- The new staff are so lovely. They really care about the children and my two love them already
- I love the new way we pick up at the gate and staff are just there. We always have a chance to speak to staff. It feels really open and friendly
- I can always catch up with my child’s key worker in the morning and at the end of the day to pass on messages or hear about his day

We have lots of visitors to our school to work with the children or to see how we do things and here are some of their comments on Resolis Primary school and Nursery:

- Nursery is a great – I am surrounded by children every time I go in there.
- The new Nursery team is so positive with great potential.
- It was very clear that everyone takes great pride in being part of Resolis School, which I suspect has a direct correlation to the successful achievements of the children, well done to all involved.
- This group of P7s have listened so well and have been a delight to work with.
- I would like to recommend your YLL team for a Hi Five Award for their contribution to our Mid Ross Cares work.
- What a lovely way to spend Friday afternoon, working with a school full of children who can’t wait to learn more.

## 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	SECONDARY
<b>QI 1.3</b> Leadership of change	Good	Good	Choose an item.
<b>QI 2.3</b> Learning, teaching and assessment	Good	Good	Choose an item.
<b>QI 3.1</b> Wellbeing, equality and inclusion	Very good	Very good	Choose an item.
<b>QI 3.2</b> Raising attainment and achievement/Securing children’s progress	Good	Good	Choose an item.

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

*Complete whole Nursery/School Maths progression, incorporating Importance of Counting and outdoor learning in Maths for Nursery and outdoor learning, Counting Collections and Story Problems for school*

*Develop Whole Nursery/ school Writing program based on Effective Writing and Talk for Writing.*

## **Planning ahead**

### **A' planadh air adhart**

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Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [resolisprimaryschool.wordpress.com](https://resolisprimaryschool.wordpress.com) or by contacting the school office