



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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2024-2025

## GOLSPIE PRIMARY SCHOOL



Kindness

Honesty

Hard Working

Happiness

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?*<sup>4</sup> 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 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

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We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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

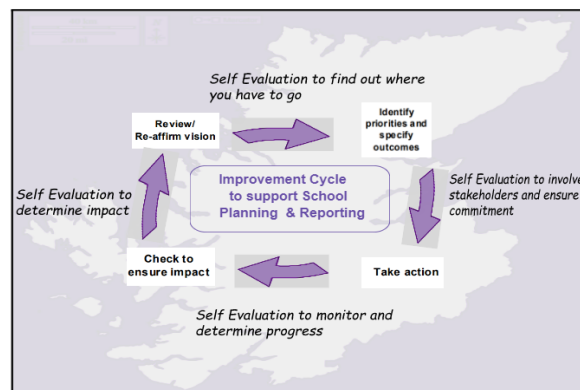
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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](#). 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  
92.7%

Average Class Size  
22.5

Meeting PE Target  
Target Met

Pupil Numbers (inc nursery)  
90 (+20 nursery)

Teacher Numbers  
5

Pupil Teacher Ratio  
17

N3  
55%

N4  
45%

P1  
11.1%

P2  
14.4%

P3  
21.1%

P4  
6.7%

P5  
15.6%

P6  
17.8%

P7  
13.3%

SIMD Q1<sup>1</sup>  
0-10%

SIMD Q2  
40-50%

SIMD Q3  
50-60%

SIMD Q5  
0-10%

Unknown  
0-10%

ASN<sup>2</sup>  
20-30%

No ASN  
70-80%

FSM<sup>3</sup>  
0-10%

No FSM  
90+%

EAL<sup>4</sup>  
0-10%

No EAL  
90+%

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Most

Writing

Most

Listening and  
talking

Almost all

Numeracy

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

School Vision:

Supporting children to grow in a vibrant and inclusive environment.

School Values:

Kindness, Happiness, Honesty, Hard Working & Creative

School Aims:

<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

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- 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 Develop Curriculum Progressions and Planning

#### Purpose:

- To ensure continuity and progression across the school for numeracy & literacy, maximise attainment for all children and promote positive transitions.
- To develop opportunities for numeracy in nursery across all areas, both indoors and outdoors.

#### Progress:

Content:

- ✓ Long-term plan of interdisciplinary learning (IDL), was created for a 3 year rolling plan.
- ✓ Template for Medium Term Planning of IDL created and implemented.
- ✓ Experiences and Outcomes planned for and completed, are recorded and stored consistently to inform future planning.
- ✓ Number Sprinkles Planner implemented.
- ✓ Highland Numeracy Diagnostic Assessment tools and trackers used for Knowledge, Addition and Subtraction.
- ✓ National Counting Series: Sessions supporting the foundations of counting are being completed.
- ✓ Numeracy within the environment embedded both indoors and outdoors through self-evaluation.

#### Impact:

- ✓ Breadth and progression through the curriculum consistently planned for across all classes.
- ✓ Pupil voice captured in planning for learning and assessment.
- ✓ Transition of these documents across year groups and teachers, ensures breadth and progression through the curriculum for children.
- ✓ Ensures all aspects of numeracy are covered.
- ✓ Increased accuracy of predictions of progress based on discussions using data from these assessments.
- ✓ Care Inspectorate found children were supported to explore counting, numbers, time, size and shape through everyday experiences.
- ✓ Care Inspectorate reported there were opportunities for numeracy and maths naturally woven into children's play and learning.

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- ✓ Good practice used in planning with Possible Lines Of Development (PLODs).
- ✓ Data, including observations, used effectively to support intentional as well as responsive planning.
- ✓ Children have as much choice as possible on how and where they learn and play in Nursery.
- ✓ Profiling has begun to be re-instated across the school including Literacy, Numeracy, H&WB.
- ✓ Care Inspectorate observed that planning approaches were being developed to ensure a balance of responsive and intentional planning.
- ✓ Initial actions were observed by Care Inspectorate.
- ✓ The Care Inspectorate reported that the nursery was appropriately staffed to accommodate children's choice to play indoors or outdoors and children were offered exciting and developmentally appropriate play spaces outdoors, supporting their physical, emotional and cognitive development.
- ✓ Pupil voice captured in learning conversations and target setting. Changes in children's HWB can be supported by class teachers through termly conversations. Progression in Literacy and Numeracy can be clearly demonstrated and shared with families.
- ✓ Good progress was made in developing curriculum planning and planning.

#### Next steps:

- Further embed Highland Numeracy Diagnostic Assessments with multiplication and division and fractions.
- Introduce documents to support consistent planning of phonics, spelling and handwriting.
- Trial the use of electronic pupil profiles within a class, to capture learning and progression in a way that is easy to access for all partners.
- Self-evaluation of use of SOFA and SNSA data to support planning, learning and assessment.
- In nursery, ensure daily observation consistently record key learning and meaningful next steps for children.
- Continue to develop Numeracy in the indoor environment.

#### School Priority:

### Positive Relationships, Health & Well Being

#### Purpose:

- To improve positive relationships particularly when at play and outdoors. Compassionate and Connected Classroom was a programme that staff agreed upon and this along with other actions were continued here from 2023/24.
- Care Inspection noted that Personal Care Plans were completed but there could be more continuity regarding strategies to support children and their review.

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**Progress:****Content:**

- ✓ Compassionate & Connected Classroom programme completed.
- ✓ Whole school focus on Anti-bullying week.
- ✓ Lessons based on Anti- Racism delivered for all children.
- ✓ Resilient Kids Programme delivered to P6/7 children.
- ✓ Pupil Council focused on developing positive playtimes through Playground Leadership, equipment.
- ✓ Staff engaged with Highland Council Positive Relationships Policy and discussed how that looks in Golspie Primary School.
- ✓ Training given on De-escalation strategies.
- ✓ Training given on Sensory Diversity.
- ✓ Lunch time routine in Nursery was further developed to promote positive relationships.

**Impact:**

- ✓ This programme had the biggest impact on understanding that people can feel different things, how to help others when something difficult happens and who can help them when they need it. Our youngest children learnt more about how our feelings impact on our behaviour and were able to reflect more on questions about positive relationships.
- ✓ Most children know what to do if they are being bullied.
- ✓ Most children understand what race and anti-racism means, they can give an example of anti-racist behaviour. The majority are beginning to understand about stereotypes and bias.
- ✓ All of the children felt they were treated fairly by friends and they knew who they could trust. All of the children knew what they were good at and were able to learn from their mistakes.
- ✓ Pupils are recognising that their ideas are contributing to the school environment. They have found it helps to have activities to stop people getting bored they are encouraging children to mix more and play with children they would not necessarily play with.
- ✓ Positive Relationships Policy specific to Golspie Primary School initiated.
- ✓ Training used in discussions for support protocols and child plans.
- ✓ Training used in discussions for support protocols and child plans.
- ✓ Care Inspectorate observed that children experienced unhurried mealtimes with a relaxed, positive atmosphere. Their independence was encouraged through opportunities such as, helping to set the table at lunch time and self-serving and pouring their own milk and drinks.
- ✓ Satisfactory progress was made in this area.

### Next steps:

- Increase knowledge of children's rights amongst pupils.
- Engage pupils and parents in completing our Positive Relationships Policy for the school.
- Pupils would like our school to become more sustainable, support recycling, reduce waste and encourage active travel to school.
- Further enhance the homely atmosphere in the Nursery.
- Look at ways of increasing Parental Engagement.

### School Priority:

## Assessment and Moderation – Moderation Collaborative

### Purpose:

- Regular attainment meetings are held throughout the year however at the end of the year, there were still some children that were expected to achieve levels in meetings and did not achieve last year.
- Large percentages of borderline predictions for attainment may indicate a need for more moderation tools and activities to raise teacher confidence in judgements.
- Prediction data for attainment is below the national average but generally in line with Highland Council percentages except for Listening & Talking, where predictions are lower than Highland Council averages and lower than reading and writing.

### Progress:

#### Content:

- ✓ Use of goal free tasks for moderation in Numeracy were used.
- ✓ HT attended Moderation Collaborative training throughout the year.
- ✓ Staff used moderation tools to support predictions for attainment meetings.
- ✓ Staff completed training in analysing NSA and SOFA data.
- ✓ Planned interventions were based on data from teacher judgement, moderation tools, NSA and SOFA assessments discussed in attainment meetings.

### Impact:

- ✓ Captures pupil voice for assessment for learning.
- ✓ Implemented Literacy trackers for children that were borderline for achieving expected levels.
- ✓ Use of end of year and end of stage benchmarks support moderation at attainment meetings.
- ✓ Increased knowledge on interrogating data for gaps and trends.
- ✓ All children that were predicted to achieve, did so.
- ✓ Good progress was made in assessment and moderation.

### Next steps:

- Embed Literacy trackers for pupils that are borderline to achieve.
- Develop similar tracking tools for Numeracy.

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## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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69.2% of target group of 26 children achieved \* level or more of progress across the year for Numeracy. 12 pupils made 2\* levels of progress in Numeracy and 12 more children are now at age-appropriate expectations.

69.6% of a target group of 23 pupils made \* level or more of progress in writing. 6 children made 2\* levels of progress and 8 more children are now at age-appropriate expectations.

65.2% of a target group of 23 pupils made \* level or more of progress in reading. 7 children made 2\* levels of progress and 7 more children are now at age-appropriate expectations.

## Wider achievements

### Coileanaidhean nas fharsainghe

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#### Around our school:

Safer routes to school project took place just before 2024 – 25 session started, we have dropped kerbs and clearer crossings, safer parking and a 10mph sign painted on the road.

Sound clouds and wall panels were installed in the canteen to reduce the noise level, making it more comfortable for our children to enjoy lunch.

Polycrub was installed at the school in December 2024 with the support of our Parent Council.

An additional bike shelter was installed at the school.

#### Fundraising:

School sponsored walk raised £755.

Whole school, Harvest collection for Go Golspie Pantry.

Collection for the Rotakids shoebox appeal, filling more than 26 boxes!

Donations from our Nativity raised £143.86.

£318.82 was raised as part of Asda's Cashpot for Schools, Pupil Council researched and purchased small playground equipment for this amount and developed a playground charter with the school to ensure the equipment is cared for and used safely.

P7 organised Red Nose Day fundraising and collected £230.

One of our parents organised sponsored 'Helicopter Laps' for the Scotland's Charity Air Ambulance (SCAA) Skyward Challenge. 1,500 laps were completed, a total of 270 miles and £1,593 was raised! We welcomed 'Nevis' the Teddy bear Paramedic and Michael Hanratty, the Highland Community Fundraising Officer. A group of children also went to visit an exhibition at Dunrobin Castle to learn more.

#### Coaching and Clubs:

Lunchtime running club for P4+.

Lunchtime football clubs for P5+.

Lunchtime Ukelele for any age.

Kodaly for P1 to 3 and Feis for P4+.

For the first time in seven years Bikeability returned for our P6 and P7 children. They completed Level 1 and Level 2.

Disney Playmakers for our youngest girls to learn football.

P4+ attended swimming lessons.

Golf for P1+ & P6/7 rugby training.

Fun Games were delivered to P1 – P6.

A Junior Joggers taster session for P5.

### Competitions:

Swimming Gala – medals galore and overall winners!

Benchball competition P4/P5, we entered two girls' teams and one boys' team, our boys' team came second!

We entered the full winter series of Cross-Country runs. The team collected eight medals for placing in the first ten of races with up to over a hundred runners.

Basketball, both the girls' and boys' team came first!

We came first in the Rotary Kids Primary Quiz in Lairg and progressed to the next heat where we came fourth.

Ceilidh Dancing competition, second overall. First for the Virginia Reel, first for the Canadian Barn Dance, third for Strip the Willow and fourth for the Britannia Two Step. Our Parents also won a first-place trophy!

Four P6/7 children competed in the Badminton festival.

P6 & P7 Rugby festival.

Football festival, our girls team came fourth (on goal difference) and our boys' team came first!

Football Paynter Cup.

### Trips and Outdoor Learning:

P6/7 Newton rooms STEM visit and virtual STEM Challenger Experience for P4+.

Beach clean by our P1/2 class.

P3 had weekly trips to the beach for outdoor learning in Term 4.

P4/5/6 visit to the Big Burn for outdoor learning.

Our Community Ranger came and planted trees with our P4/5/6 class.

Nursery trip to the Hub.

P1/2 trip to Dunrobin Castle.

P3 trip to Embo beach rock pooling and visiting the fire station & ESRA Lifeboat.

P4/5/6 Paddle boarding trip.

P6/7 trip to Innoflate.

### Parent & Community Engagement:

Open afternoon in October.

Parents' Evenings twice across the year.

The school attended a Remembrance Service in the community, and a group of children also attended the VE day commemoration.

A Christmas Service for our parents and community.

Nursery children attended Seaforth House Community care Units to sing Christmas songs.

Nativity performed by P1/2 and singing from P3.

P7s hosted a coffee morning for parents and extended family.

My World of Work Week which saw a number of our parents come in and share their experiences from their careers with the children.

Easter Service for our parents and wider community.

Sports' Day followed by a picnic with families and open event.

Music concert in the gym organised by one of our parents and Parent Council.

Nursery Graduation and P7 Leavers' ceremony.

## **Comments from learners, families, stakeholders and staff**

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

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From our learners:

I like when we get asked at the start of a topic what we would like to do.

I like to learn with my friends because I get encouragement from them.

We have a great outdoor area around our school.

The beach is close and we visited it lots.

We have good visitors to school to help teach us.

We would like to go on more trips.

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Staff say:

We are good at making links with the local community, with the Rotary Club, Youth Club and other organisations.

We build loads of creativity into our lessons and make links across the curriculum.

It will be great to get started with the polycrub, gardening, outdoor learning and start an Eco council.

From our parents:

Golspie Primary School covers a wide range of topics.

The rural area provides its own opportunities for learning.

Golspie has a very supportive community who love getting involved.

We help our pupils with reassurance and encouragement.

Thank you for all the efforts you make to encourage the children to learn new skills and become more confident in a variety of ways.

I am very satisfied with the quality of the teaching, my child has progressed so much.

Visitors have told us:

If I lived near Golspie, I would want to work in this school.

It was lovely to meet you ... and your school is wonderful.

## 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	Good	Satisfactory
<b>QI 2.3</b> Learning, teaching and assessment	Good	Satisfactory
<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	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

Develop Curriculum Progression and Planning

Further development of the curriculum rationale and Literacy planning documents.

Take part in National Improve Writing project, Cohort 5.

Embed profiling and trial an internet-based profile with a class.

Positive Relationships and Wellbeing

With our partners, write a Positive Relationships Policy specific to Golspie Primary School.

Increase pupil leadership through Rights Respecting Schools, Eco Council and Digital Leaders.

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## Planning ahead

### A' planadh air adhart

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Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [Schools - Golspie Primary | The Highland Council](#) or by contacting the school office.