



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

GOLSPIE PRIMARY/ELC



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%

GROWTH, PARTICIPATION, SUCCESS

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
90.7%

Average Class Size
22.2

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
89 (+22 nursery)

Teacher Numbers
6

Pupil Teacher Ratio
15.3

N3 45%	N4 55%	P1 10.1%	P2 11.2%	P3 14.6%	P4 21.3%	P5 7.8%	P6 15.7%	P7 19.1%
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SIMD Q1¹ 0 - 10%	SIMD Q2 40 - 50%	SIMD Q3 50 - 60%	SIMD Q4 0 - 10%	SIMD Q5 0 - 10%	Unknown 0 - 10%
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ASN² 40 - 50%	No ASN 50 - 60%	FSM³ 20 - 30%	No FSM 70 - 80%	EAL⁴ 0 - 10%	No EAL 90+%
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2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	All	Most

We have had no exclusions this year.

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

OUR SCHOOL VISION

At Golspie School, pupils, staff, parents/carers, and community partners work together to support children to grow in a vibrant and including learning environment.

OUR SCHOOL AIMS:

We aim to:

- Provide a safe, supportive and well-ordered environment where pupils and staff are happy and confident as they aspire to achieve.
- Develop a caring attitude for the environment.
- Promote confidence, self-discovery, exploration and curiosity towards learning.
- Work as partners in learning with pupils/carers and the community.
- Support personal development, social responsibility and a sense of self-worth.
- Celebrate success, promote a “can do” attitude and inspire each other to achieve their best.
- Provide a rich, diverse and challenging, yet supportive learning environment.

OUR SCHOOL VALUES:

G – Growth

P – Participation

S – Success

GROWTH, PARTICIPATION, SUCCESS



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 1: National Improving Writing Project – Cohort 5

School Improvement Plan Priority 1

Summary of progress	Next steps
Overall, progress against this writing priority has been limited due to fluctuating staffing levels, which significantly affected consistency of implementation, moderation and impact on attainment. A positive improvement in attainment is evident, with overall writing attainment increasing from 75% to 82.8% and P4 writing attainment increasing from 72% to 100%, indicating that recent increases in the frequency of writing have had a beneficial effect. In particular, improvements in punctuation are evident, supported by run chart evidence. Most learners are engaged in writing activities and increasingly see themselves as writers, and the majority can confidently talk about their learning intentions, success criteria and, in some cases, next steps. However, learners' understanding and application of the <i>Tools for Writing</i> have been severely impacted by staffing shortages, resulting in variable practice and limited progression across text types.	➤ Plan termly High Quality Assessments for Writing. ➤ Build in termly moderation opportunities, using children's work from these HQAs to agree standards and develop confidence in professional judgement. ➤ Use the Highland Council Writing Rubric consistently each term to support clearer, more reliable judgements and to track progress over time. ➤ Use what we learn from moderation to identify next steps, target support where needed and review the impact on attainment and equity as part of ongoing improvement planning.

Most learners are beginning to use more complex sentences and richer vocabulary, but this remains inconsistent and requires moderation to secure shared standards. Due to the lack of moderation and inconsistent data, there is no clear evidence of increased attainment or narrowing of the attainment gap.	
Impact	
• Staff knowledge and skills in teaching writing have increased, with greater confidence in supporting pupils' personal writing and involving learners more actively in the writing process. • Children's attainment in writing has improved, particularly in personal and independent writing, with pupils demonstrating stronger ideas, more detailed content and increased willingness to write. • Pupil engagement, confidence and involvement in self-assessment have improved, with learners more able to reflect on their work, identify successes and discuss next steps in their learning.	

School Priority 2: Curriculum Progression and Planning	
School Improvement Plan Priority 2	
Summary of progress	Next steps
Due to staffing shortages, it has not yet been possible to develop a clear curriculum rationale or establish curriculum working groups. Long- and medium-term planning across the primary years is consistent; however, the systematic use of progression frameworks in literacy and numeracy is not yet sufficiently embedded, and the impact of this work is too early to assess. In the Nursery, there has been meaningful progress. Key learning is consistently recorded in observations, providing a clear picture of children's learning. However, the consistent planning of meaningful next steps is not yet embedded, and practice remains developing.	➤ Consistent use of Literacy & Numeracy Progressions/Pathways. ➤ Creation of curriculum rationale. ➤ Consistent planning of meaningful next steps in nursery.
Impact	
• The impact of using progression frameworks as part of our long term planning has been limited across the school due to challenges in sustaining consistency and continuity of implementation, which has reduced its overall effectiveness. • In contrast, the impact of long-term planning within the nursery has been more positive, supported by greater staffing stability and consistent approaches.	

School Priority 3: Positive Relationships

School Improvement Plan Priority 2

Summary of progress	Next steps
Progress in improving relationships and wellbeing is developing. A Positive Relationships Policy has been created in partnership with stakeholders, and both parents and staff have a clear understanding of expectations and how situations are managed. There is a more consistent approach to behaviour management with incidents recorded appropriately and in a timely manner. Pupil and parent questionnaires were issued on 6 May 2026, and it is too early to assess impact. The use of GIRFEC Wellbeing Webs has been inconsistent due to staffing shortages, limiting their effectiveness. Planned training in trauma-informed practice and increased first aid qualification were not achieved due to capacity, cost and cover constraints. (Not included on the WTA so will need to be looked at again). In the nursery, the Leuven Scale is used effectively to demonstrate increased emotional wellbeing, and parents report satisfaction with daily communication.	➤ Continue to embed our Positive Behaviour Policy and review at appropriate dates. Gain pupil views. ➤ Strengthen pupil voice and participation by continuing to work with Pupil Council as part of our school self-evaluation. ➤ Improve the consistent use of wellbeing tracking tools to support more systematic evaluation of impact. ➤ Review questionnaire feedback from pupils and parents to inform next steps and ongoing self evaluation. ➤ Engage with Laura Murray who, as part of her secondment role supporting the role out of the Education and Learning Improvement Plan (ELIP) is planning and preparing a training programme for Paediatric and Emergency First Aid for schools.
Impact	
• SEEMiS and Pastoral Notes show a reduction in pupil staff incidents, indicating improved relationships.	

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

9/9 children 9/9 children 7/9 children 7/11 children 9/11 children 9/11 children 2/5 children 1/5 children 5/5 children 4/7 children 5/7 children 4/7 children	<u>P1/2/3</u> Reading: 1/1 improved by 2*. 8/9 children improved by 1* (1 child moved schools). Writing: 9/9 improved by 1*. Phonological Awareness: 1/8 improved their age by 1, 4/8 improved their age by 2, 1/8 improved their age by 3. Spelling: 1/1 increased their age by 3 years. <u>P3/4</u> Reading: 5/11 increased by 1*, 2/11 increased by 2*. Writing: 8/11 increased by 1*, 1/11 increased by 2*. Spelling age: 4/11 increased their age by 6 months, 4/11 increased their age by 1 year. <u>P4/5/6</u> Reading: 1/5 improved by 1*, 1/5 improved by 2* Writing: 1/5 improved by 1*. Spelling age: 2/5 increased by 6 months, 1/5 increased by 1 year, 2/5 increased by 1.5 years. <u>P6/7</u> Reading: 1/7 children improved by 1*, 3/7 children improved by 2*. Writing: 3/7 children improved by 1*, 2/7 children improved by 2*. Spelling age: 2/7 children increased by 1 year, 2/7 children increased by 2 years.
9/9 children 6/11 children 3/5 children 6/7 children	<u>P1/2/3</u> 9/9 improved by 1* <u>P3/4</u> 5/11 children improved by 1*, 1/11 children improved by 2* <u>P4/5/6</u> 3/5 children improved by 1*. <u>P6/7</u> 5/7 children improved by 1*, 1/7 children improved by 2*

Wider achievements

Coileanaidhean nas fharsainghe

Around our school:

The Polycrub, installed in December 2024 with the support of the Parent Council, has had a positive impact on pupil engagement, wellbeing and partnership working. Through the Polycrub Project, pupils take part in small-group gardening sessions during the school day, led by Megan Meeres as part of a Community Growing Project, with funding raised to support this work. These sessions support hands-on learning, confidence and teamwork, particularly for pupils who benefit from practical and outdoor experiences. An after-school gardening club, led by Parent Council member Becky Shaw, provides further opportunities for up to 15 pupils and strengthens links with families. Current work focuses mainly on vegetable growing, with plans to expand into the adjacent area and develop a stronger focus on flowers, enhancing biodiversity and the school environment.

Fundraising:

School sponsored walk raised £1,473.

Donations from our Nativity raised £140.

Christmas Coffee Morning raised £500.

Mad Hatters Tea Party raised £490.

Musical Showcase raised £280.

Parent Council Funding Application - £6942.

Coaching and Clubs:

Lunchtime running club for P4 upwards.

Lunchtime football clubs for P5 upwards.

Lunchtime Ukelele lessons for all ages.

Kodaly for P1 to 3 and Feis for P4 upwards.

P6/7 attended swimming lessons.

Blasad Gàidhlig Sessions for P4 – 7.

Basketball after school practises.

Badminton after school practises.

Golf for P1 upwards.

Rugby training for P4 – 7.

Fun Games were delivered to P1 – P6.

A Junior Joggers taster session for P5.

Ceilidh Dancing after school club for P4 – 7.

Gardening after school club for P1 – 7.

Mod singing sessions for P1 – 7.

GROWTH, PARTICIPATION, SUCCESS

Musical Tuition (P4 – 7) – Drumming, Chanter, Violin, Tin Whistle.
Rotakids – P6/7.

Competitions:

Swimming Gala (P4 – 7) – 1st Overall.

Benchball Tournament (P4/P5) – A boys and a girls team participated.

We entered 4/6 Winter Series of Cross-Country runs.

Basketball Tournament (P6/7) – Girls team were 3rd overall and the boys 1st overall.

Club Heat Rotary Quiz (P6/7) – 1st overall and progressed to the Area Heat where we came 3rd overall.

Ceilidh Dancing Competition (P4 – 7) – 1st Overall (2nd for Virginia Reel, 2nd for Canadian Barn Dance and 1st for Britannia Two Step). We received a personal letter from MP Jamie Stone congratulating us on our achievement.

Badminton Tournament (P4 – 7) - Four boys and 3 girls participated.

Bonar Bridge Cross Country Competition – P4/5 1st girl and boy, overall 2nd for the teams for P4/5 girls, P6/7 girls and P6/7 boys.

P6 & P7 Rugby festival.

Football Festival (P4 – 7) – Boys 1st Overall, Girls 4th Overall (2025 as this Tournament is yet to be held this year).

Paynter Cup (P 4- 7) – Boys 1st Overall, Girls 3rd Overall (2025 as this Tournament is yet to be held this year).

Trips and Outdoor Learning:

Eden Court Pantomime Trip.

Nursery Trip – The Hub in Bonar Bridge.

P1/2/3 Trip – Golspie Beach and Dunrobin Castle.

P3/4 Trip – Landmark.

P4/5/6 Newton rooms STEM Visit.

P4/5/6 Loch Fleet Trip – Local Wildlife Focus.

P4/5/6 Trip – Paddleboarding at Loch Brora.

P6/7 Trip –

“No Scotland No Party” Concert at GHS for ASG schools.

Parent & Community Engagement:

Open Afternoons in October and March.

Parents’ Evenings in November and June.

The school attended a Remembrance Service in the community.

Christmas Service for our parents and community.

Nursery children attended Seaforth House Community Care Unit to sing Christmas songs.

Nativity by P1/2 and singing from P3.

World Book Day.

P3/4 hosted 2 Open Events for parents – one at Christmas and a Mad Hatters Tea Party at Easter.

Sports’ Day followed by a Picnic Lunch.

GROWTH, PARTICIPATION, SUCCESS

The Mod – several children took part in the Local Mod held at Golspie High School (choir and whistle).
Musical Showcase – 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, teaghlachan, luchd-ùidhe is luchd-obrach

Learners and Stakeholders – Survey Results

Evidence gathered from pupil and parent surveys indicates that Golspie Primary School continues to demonstrate strong performance in key areas, particularly in relationships, wellbeing and learner progress. Almost all pupils report positive experiences in relation to health and wellbeing, with 95% highlighting regular opportunities for physical activity and wider achievement, and 82% recognising the school's support in promoting healthy lifestyles. The majority of pupils feel supported in their learning, with 90% reporting that feedback helps them improve and 82% feeling encouraged to do their best. Similarly, parents express very high confidence in the school, with all respondents agreeing that their child is making good progress and that communication about learning is regular and helpful. Positive relationships are a clear strength, with over 90% of parents feeling staff treat children fairly and know them as individuals.

Learners – Pupil Survey

95% say they have regular exercise opportunities.

95% feel there are opportunities beyond the classroom.

82% say the school teaches them about a healthy lifestyle.

72% feel staff treat them fairly and with respect.

77% say they have someone to talk to if worried.

Most pupils feel work is appropriately challenging.

90% say feedback helps them improve at least some of the time.

74% enjoy learning at least some of the time.

82% feel encouraged to do their best.

Next Steps from views gathered (on SIP for next year):

33% don't know if their views are taken into account.

15% disagreed that school listens or acts on views.

Stakeholders – Parent Survey

86% feel their children like being at school.

93% feel staff treat children fairly and with respect.

93% feel staff know their child as an individual.

100% agree their child is making good progress.

79% feel their child receives the help they need.

100% agree the school promotes health and exercise.

100% agree they receive regular feedback on learning.

79% strongly agree the school is well led and managed.

79% agree that the work is challenging enough.

Staff

National Improving Writing Project

As a teacher, I feel that the impact of the National Writing Project has been very positive in supporting the expectations outlined within the National Writing Improvement Framework. Breaking the sessions down into focused 15-minute activities has particularly benefited learners, especially those who experience difficulties with literacy, as it has helped to increase engagement, confidence, and participation in writing tasks. Learners are showing a growing ability to organise their ideas more clearly, use increasingly appropriate vocabulary, and respond constructively to feedback in order to improve the quality and accuracy of their written work.

I have attended all the National Improving Writing Project twilight courses and have implemented the strategies in my classroom. I worked with my colleagues to target specific areas collaboratively and to track pupil progress.

The main thing for me is chunking the writing into small segments for 15 min a day is improving punctuation and encouraging inclusion of high level punctuation. It is also encouraging me to have more handwriting lessons which has improved handwriting in my class.

Positive Relationships

It has also been encouraging to see a Behaviour Policy implemented that reflects and reinforces our school values. The positive involvement of both children and parents in contributing to and supporting the policy has helped to create a more consistent, respectful, and supportive learning environment across the school.

The staff were asked to review other schools' behaviour policies and to choose guidance to be shared in our own. The draft behaviour policy is being shared with all staff and parents/carers and the pupils will be consulted.

Over the last 6 months, positive improvements have been made, with regards to the Behaviour Policy and protocols for various incidents or situations. The communication between staff has improved.

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	Good	Satisfactory
QI 2.3 Learning, teaching and assessment	Good	Satisfactory

GROWTH, PARTICIPATION, SUCCESS

QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Satisfactory
Other QIs reviewed		

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement. Increased staffing consistency will support and enhance this.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Writing Moderation
Developing a Curriculum Rationale
Transition

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which are on display in the school but a copy can also be obtained by contacting the school office.