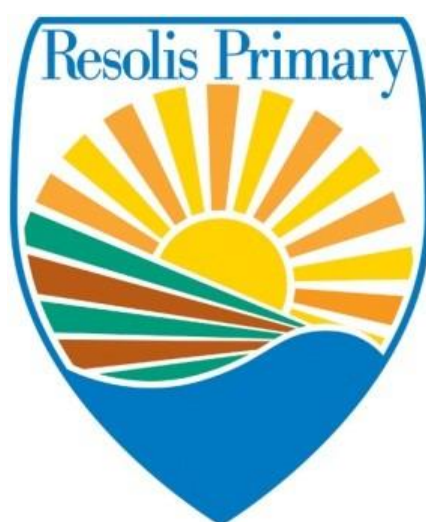




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Resolis Primary School



Ambition

Community

Friendship

Resilience

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%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

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.

*Rachel Hutcheson
Head Teacher
Resolis 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 95.5%	Average Class Size 18.6	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 56 (+20 nursery)	Teacher Numbers 3.4	Pupil Teacher Ratio 1:19

For schools with a roll exceeding 50

N3 11%	N4 13%	P1 12%	P2 12%	P3 10%	P4 9%	P5 9%	P6 12%	P7 10%									
SIMD Q1 ¹ XX%		SIMD Q2 XX%		SIMD Q4 75%		SIMD Q4 21%		SIMD Q5 4%		Unknown 00%							
ASN ² 45%			No ASN 55%			FSM ³ 1.3%			No FSM 98.7%			EAL ⁴ 2.6%			No EAL 97.4%		

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

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Most

We have had two exclusions this year.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Good progress	Good progress	Very good progress	Good progress

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

Newly revised this session:

To be a welcoming and 'sunny' community with nurture and learning at the centre, where everyone strives to be the very best that they can be, whilst making the most of every opportunity.

Ambition - to develop and encourage a love of learning that promotes creativity and curiosity where everyone can aim high, achieve their full potential and celebrate their personal achievements.

Community - To create a warm, safe and inclusive learning community that enables everyone to work collectively, extending outwards and inwards with our wider community.

Friendship - To develop positive relationships throughout the whole school community built on kindness, trust and mutual respect.

Resilience - To inspire and nurture happy, healthy and resilient individuals who have the persistence, confidence and ability to recover, bounce back and move forward.

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. Vision, Values and Aims

Purpose:

Resolis Primary School did not have an agreed shared school vision. There were two school values which could be expanded to inspire and motivate children. The school aims were last reviewed in 2009 and with a change in leadership, now felt like the right time to evaluate, review and update.

Progress:

Content:

- ✓ Following consultation with pupils, staff, parent/carers and community partners Resolis Primary School has created its very first vision statements.
- ✓ Following consultation with pupils, staff, parent/carers and community partners, we have updated our school values.

Impact:

- ✓ The whole school community has a united and shared vision, values and aims. The school has a real sense of community. Everyone feels valued as all parties were involved in the consultation which took the full year. The school community has worked together to achieve this.
- ✓ There were many approaches to taken to achieve the end goal, the most important being seeking all parties views over the course of the year as the vision emerged and the values developed.
- ✓ Very good progress was made in this area. Having a co-created vision, values and aim gives us the very best foundation to build upon on our journey of achieving excellence.

Next steps: Working with partners to create a whole school visual encompassing our newly revised vision, values and aims. Working with the pupils and staff team continue to develop ways to foster, support and celebrate our school values across the school year.

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2. To improve Health and Wellbeing experiences and outcomes for all.

Purpose:

12 months ago, our school community identified through pupil, parent and staff feedback that health and wellbeing for all was an area which needed to be prioritised. A number of children were struggling to achieve their full potential due to a range of pressures that required intervention and support.

Progress:

- ✓ 4 children completed 'Season's for Growth' intervention.
- ✓ 4 children accessed a nurturing breakfast club provision for the duration of the year.
- ✓ 9 children accessed weekly Nurture sessions.
- ✓ 18 children completed Bike Ability Level 2.
- ✓ Almost all P7s completed Resilient Kids programme in preparation for the transition to S1.
- ✓ 3 pupils began to access support services out with school the main school provision to support with health and wellbeing.
- ✓ Progress to support and develop resilience within our pupil, staff and community is beginning to be evident – now one of school values.
- ✓ The wellbeing indicators (SHANARRI) are fully embedded in the life and ethos of our school, evident in classrooms and assemblies. All children can discuss SHANARRI and make real life connections to each indicator
- ✓ All pupils have participated in a significantly increased number of sporting and athletic opportunities.
- ✓ Our primary school community is beginning to develop a sense of place and purpose in our local community.
- ✓ Revised approach to RSHP.

Impact:

- ✓ Increase in school attendance by 0.5%.
- ✓ Significant progress has been made over the course of the year to improve health and wellbeing outcomes for all. This has supported pupils to be 'ready' to learn and in turn supported a slight increase in academic progress too. As a teaching team we are confident that this will continue to increase over time. Pupils feel valued and well supported when experiencing challenges, e.g. coming to terms with a family bereavement or change in family circumstances. Pupils have an increased knowledge and understanding of the wellbeing indicators. All pupils have had the opportunity to compete in a sporting event/competition, there is an increased confidence to 'give things a go.' We have achieved our Silver School Sports Award.
- ✓ Strategies which have supported the progress made, include carefully considered targeted intervention, moving away from everyone gets to everything. Regular communication with parent/carers directly and then more generally through our weekly newsletter. Working with parents, carers and community members to enable events and experiences to happen – logistical support.
- ✓ Very good progress was made in this area. Many children and families have benefited from carefully considered intervention.

Next steps: To complete our Silver Rights Respecting School Award. To complete our Gold School Sports Award. To explore developing health and wellbeing and increasing attainment through outdoor learning opportunities.

3. Raising Attainment through High Quality Interactions and Observations (ELC) and in Literacy and Numeracy in P1-7 pupils.

Purpose:

Although most children are achieving end of level results at P1/4/7 it is recognised that children have the potential to achieve more, to be working beyond expected age and stage.

Progress:

- ✓ Good progress seen in writing across the middle classes through engagement in National Writing Improvement Programme.
- ✓ Good progress seen in the middle stages with numeracy knowledge (Basic Facts).
- ✓ Increased engagement in reading following investment in reading resources for P3-7.
- ✓ Increased variety and style in teaching approaches post Co-Operative Learning Academy course for class teachers.
- ✓ Significant progress made in the quality and coverage of observations within our nursery setting.
- ✓ Increased knowledge and confidence from our EYP team in planning for intentional learning opportunities.
- ✓ All EYPs completed The Planning in the Moment Training run by Anna Ephgrave to support learning and teaching in the early years.

Impact:

- ✓ At some stages clear progress is evident, particularly in writing and basic facts knowledge development.
- ✓ Strategies that have supported our improvement journey include investing in the National Writing Improvement Programme alongside further training (co-operative learning) for teaching staff and EYPs.
- ✓ Satisfactory progress was made in this area in P1-7.

Next steps: Revise IDL curriculum approach. Develop and enhance planning processes across the school ensuring clear links to Benchmarks. Develop a robust process for tracking attainment for all year groups. Invest in resources to support numeracy. Roll out National Writing Improvement programme to early and second level classes. Re-introduce personal pupil profiles.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

- 9 pupils have benefited from Nurture Provision throughout the year
- 4 pupils have benefited from breakfast clubs supports throughout the year
- 14 children have benefited from regular (usually twice weekly) literacy support e.g. Word Wasp
- 15 children have benefited from regular (usually twice weekly) numeracy support e.g. Power of 2.

Wider achievements

Coileanaidhean nas fharsainghe

- Achieved Bronze Rights Respecting School Award
- Achieved Silver School Sports Award
- Organised and hosted the first Fortrose ASG Sports Champion Competition
- Won The Culbokie Shield (Athletics) event
- Achieved second place (silver) at The Baillie Cup Athletics event
- Made a significant contribution to our local community, supporting with a Burns Lunch catering for over 80 OAPs in our local community
- Raised £1,141.25 for The Scottish Air Ambulance charity from a pupil led challenge.
- P7 Numeracy Challenge

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Comments from learners, families, stakeholders and staff

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

Pupils:

- *'Sports week was the best week ever!'*
- *'I liked having P7s from other schools visit for our Sports Champion competition.'*
- *'I'd like harder work.'*
- *'I can see my writing is getting better each week.'*
- *'I am so chuffed that I'm on the blue (second level) basic facts'*
- *'My favourite memory was performing in front of all the parents, it was really exciting with the bright lights and microphones.'*

Staff:

- *'All of the enhanced transition activities were all very successful for P7 and ELC into P1 pupils.'*
- *'The performances last year were outstanding. All children who wanted to participate had a really positive experience developing skills and talents.'*
- *'There were loads of different opportunities throughout the year – something so suit everyone.'*
- *'Children had meaningful input and ownership when updating our school visions, values and aims.'*
- *'Many people visiting the school commented positively on the busy vibe, lots of people were keen to come back as they'd enjoyed their visit to our wee school.'*
- *'It's great to reflect on the positive impact that our new Nurture Room, Breakfast Club provision and also Seasons for Growth group had on so many different individuals.'*
- *The P6/7 class loved having the responsibility and opportunity to select our new reading books from the money raised the previous year at our summer fayre.'*
- *ELC and P1/2 see-saw engagement – sparked a conversation at home for early learners and their families.'*

Parent/Carers:

- *'My children love coming to school and are both making very good progress, it amazes me to see the little wins each week.'*
- *'It's not gone unnoticed the significant effort that has been made over the last year to improve things'*
- *'It's great to see children have lots of opportunities to get involved in community and competitions'*
- *'As long as my children are safe and happy – I am happy!'*
- *'The nursery teachers are absolute diamonds, they're so friendly and listen to all my worries. I really love the progress made with the outdoor area – we all know it's been quite a challenge!'*

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	Very good	Good
QI 2.3 Learning, teaching and assessment	Good	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Very good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Very good	Good

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. Raising Attainment and Achievement for all, particularly in literacy and numeracy
2. Developing our playground environment and teaching approaches for high quality outdoor learning opportunities
3. Developing our knowledge, skills and approaches for digital learning, helping to support all children to achieve their full potential and equip them for life long learning

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 can be accessed on our website

<https://sites.google.com/fortroseacademy.org.uk/resolisprimaryschool/home> or by contacting the school office.