



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Resolis Primary School

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%

Ambition

Community

Friendship

Resilience

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
95.04%

Average Class Size
16

Meeting PE Target
Yes

Pupil Numbers (inc nursery)
49 (+17 nursery)

Teacher Numbers
3.5

Pupil Teacher Ratio
1 : 14

Resolis Primary School is located in a rural setting. We are a small rural school situated in the Black Isle where our catchment area includes the communities of Culbo, Kinbeachie, Cullicudden, Wester Brae, Newhall, Balblair, the village of Jemimavill as well as surrounding farms.

There are 49 children attending the school and 17 children in nursery, ranging from N3 - P7. P1 - 7 are taught across three multi-composite classes and there is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Resolis Primary School and teaches three days per week.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is very good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Almost all children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Very good progress

Writing

Very good progress

**Listening and
talking**

Very good progress

Numeracy

Very good progress

We have had no exclusions this year.

Ambition

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

It is our vision 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.
(Created June 2025)

Values – Ambition, Community, Friendship and Resilience.

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: Raising Attainment and Achievement		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
1. Almost all children have achieved the expected standards for literacy and numeracy. 2. Almost all children have moved from making ‘good’ progress to ‘very good’ progress. 3. We have seen an increase in school attendance. 4. We are in the final stages of completing our ‘Reading Schools’ accreditation. 5. We have seen increased parental and community engagement and involvement. 6. We have embedded our new 3 – year IDL curriculum cycle 7. We have re-established our paper profiling system		
Examples: 1. Our primary one and seven year groups have both achieved 100% attainment for literacy and numeracy. Our primary four year group was set an ambitious attainment target	✓ To continue with our newly implemented system for planning, attainment and targeted support into the next academic session.	Class teachers report that they value the clear and user-friendly tracking document introduced in August 2025.
Ambition	Community	Friendship
Resilience		

which was met. This was achieved through careful planning, regular planning and attainment meetings with head teacher. Targeted literacy and numeracy interventions which were carefully monitored and measured for impact.	✓ To support class teachers to use the ' <i>progress and achievement</i> ' tab on seemis independently.	
2. During planning and attainment meetings all children are discussed as individuals with clear steps put in place to support those who require additional input or stretch and challenge those who are performing beyond the expected age and stage. All children from ELC – P7 have individual learning targets which are reviewed regularly and displayed clearly in each classroom. These are also shared with parent/carers via see-saw.	✓ Children to take more ownership of recording their progress and achievement for their individual targets within their paper profiles. ✓ To continue with termly planning and attainment meetings. ✓ To review provisions put in place where pace and challenge is required to ensure children are being stretched. ✓ To moderate and ensure consistency in High Quality Assessment Tasks (HQAT). Ensuring that assessment task encompasses a range of experiences and outcomes from across the two or three different areas of the curriculum.	Children are confident to speak about and share their learning. Our P1-3 class in particular are very proud to share their learning journeys/ paper profiles. Care Inspector reported that our individual targets within the ELC ensured every child was being well supported to meet their full potential. Almost all children (96%) shared that they 'strongly agreed' or 'agreed' that their learning tasks were challenging enough.
3. School attendance has been carefully monitored with regular reminders to parent/cares via our school newsletter about the importance of good attendance alongside our policy and procedure for reporting planned and un-planned absence. Where attendance continues to be problematic tailored and individual support has been implemented.	✓ At the start of the next academic session clearly communicate to parent/carers our policy and procedure for reporting planned and un-planned absences – follow up with termly reminders.	No quotes or comments gathered from stakeholders.

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	✓ Continue to offer individual support where required. ✓ Continue to monitor monthly.	
4. To support raising attainment in reading, we have used the 'reading schools award' to structure and encourage good practise and develop a love for reading for pleasure across our school community. Our middle class (P3-5) have taken the lead with this improvement journey, helping to re-organise and manage our library, introducing new initiatives e.g. DEAR (Drop Everything And Read), invest in new books to ensure we have a wide and varied range of genres and authors. Each classroom now has a dedicated reading zone. We have utilise our local library and children now regularly borrow books for the library borrow boxes.	✓ Continue to embed a love for reading across the school. ✓ Continue to celebrate reading achievements ✓ Invest in more dyslexia friendly reading materials ✓ Explore dyslexia friendly classrooms ✓ Continue to plan for regular book swops	<i>"X. loves reading and we are constantly looking for new books at car boot sales, charity shops etc..."</i> P3 Parent. <i>"I really like the new sofa in our classroom, it is very comfy and swallows you up when you are reading a good book."</i> P6 pupil. <i>"It has been great to re-prioritise our class novel, this has brought lots of other benefits to the class and is super for helping children to settle after an exciting transition."</i> Class Teacher. <i>"This School Improvement Priority has enabled staff at all levels to share their passion for reading and model good reading habits."</i> Pupil Support Assistant.
5. At our parents evening in October we had 96% attendance. At our parents evening in March we had 100% attendance. Parent/carers are providing feedback, thoughts and ideas through blether stations at parent's night/open afternoon, as well as through our very active Parent Council. They have also engaged well with survey's, working groups and casual conversations at the gate. We also had <u>outstanding</u> support from parent/carers and the wider community at our sports	✓ To continue to develop very good and positive relationships with parent/carers. ✓ To ensure parent/carers continue to be acknowledged and thanked for their outstanding support.	<i>"We love coming to the school for all the different events, we are always welcomed with a huge smile and it's wonderful to see what the children have been learning about".</i> P4 grandparent. <i>"It's amazing to have the school open its doors to the whole</i>

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day, summer fayre, class trips, soup lunch, Christmas show and OAP Burn's Lunch. We have seen good support and attendance at our end of term assemblies too. This year our Parent Council has embraced our school values striving to meet some '<i>ambitious</i>' fundraising targets as well as support us as a school to build further '<i>community</i>' partnerships.	✓ Explorer further opportunities for intergenerational learning and community partnership e.g. community café over the winter months.	<i>community – the increase in support for Remembrance Sunday from 2024 (the first year) to 2025 was exceptional. There is such a buzz about the school. It's wonderful that we can come in and that the school goes out too"</i> Local Minister. <i>"Community is important because so many people are lonely"</i> P2 pupil. <i>"I like posting on See-Saw my most proud learning achievement from the week as I feel grown up"</i> P6 pupil.
6. We introduced a new system for planning IDL, splitting the experiences and outcomes by level over a three-year cycle, thus giving staff more flexibility in planning and enabling pupil voice and choice to be valued in a more meaningful way. This new planning approach was to encompass our school values and meta-skills learning too. Alongside this new approach HQAT were used to assess the blocks of learning.	✓ Continue to embed the three-year cycle. Next session sees us move onto year two. ✓ Review how we can improve our coverage of Meta Skills through our IDL planning. ✓ As a staff team, reflect on the process and complete self-evaluation to ensure consistency across all levels.	<i>"I have really enjoyed this new planning format as it focusses on quality learning rather than ticking every box"</i> Class Teacher. <i>"It's exciting to plan the year ahead with the class teacher and know that we'll learn about the things we ask for at some stage. I like doing all the shows and performing"</i> P5 pupil.
7. Every pupil from ELC – P7 now has a learning journey folder / paper profile. In the folder each pupil records their 'post proud' piece of literacy, numeracy and IDL from the term, alongside record HQAT, personal targets and wider	✓ Introduce profile sharing opportunities with parent/carers.	<i>"The children have really enjoyed our profiling sessions; they love looking back at their learning and progress from previous terms. It's a</i>

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achievements. This has been very well established from ELC – P5. The P6/7 class have adopted a hybrid profile, recording some achievements on paper and others online via See-Saw.	✓ Continue to embed this new process across the whole school community. ✓ Achieve each year at the back of the folder.	<i>great stimulus for learning conversations too.” Class Teacher.</i> <i>“If someone is having a bad day, it’s great to be able to pull out their learning journey, settle into a comfy seat together and remind them how great they are, looking back at all their fabulous work and achievements.” PSA.</i>
Impact The above summery gives a flavour of some of the many improvement initiatives adopted this year to support raising attainment and achievement for all. This has been a very successful school improvement priority with all children now making very good progress, a significant increase in attainment, outstanding parent/carers and community partnership and engagement. Children are very happy coming to school, motivated to learn and set ambitious learning targets for themselves. They are confident in what they need to do to achieve and are able to ask for help from staff at all levels when required. Overall, as head teacher, I am very pleased with the progress made in this area and the very positive impact it has had on pupils, staff and parent/carers.		

School Priority 2: Develop Outdoor Learning and Improve Health and Wellbeing		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
✓ All classes participated in a growing project this session. ELC and P1-3 pupils had an outdoor learning lesson/opportunity every single day of the 2025/26 academic session ✓ Made very good progress with fundraising to enable playground development projects ✓ Developed partnerships with Go Flourish, Glachbeg Croft and local farms. ✓ Completed Level One and Two Bike Ability Training for all P6/7 pupils.		
Examples: 1. This session each class participated in a growing project linked to their IDL learning. In conjunction with parent/carers and local farmers we were inspired to make our playground a productive growing space. Our Polly tunnel, 4 raised beds and pots were all utilised to maximise growing space. Children were motivated and inspired to learn. Many of the plants grown were sold or gifted to local community members at our Summer Fayre. Some of the produce grown to date has been used to feed our school tortoise as well as used in breakfast club too.	✓ Continue to embed growing culture into school curriculum. ✓ Explorer expanding growing space by developing non-dig beds as suggested by Go Flourish. ✓ Plant native trees for screening and shelter ✓ Plant orchard for sustainable fruit production and further learning opportunities.	<i>"we like starting out day outside every day, it's never the same like it is in the classroom"</i> P1 pupil. <i>"Ensuring we have outdoor learning every morning supports the children to regulate and be ready to learn"</i> <i>The power of play in the early years is never to be underestimated.</i> Class Teacher <i>"What a show you have at your front door, the plant pots are beautiful and well looked after."</i> Community Member
2. As a school community we have a very clear vision and action plan for developing our outdoor space. Working in partnership with our Parent Council and local community we have fundraised almost £5,000.00 towards our playground improvement. Children have been fully involved in the planning, preparation and have participated in each event. E.g. summer fayre, soup lunch, community BBQ. We are now ready to purchase the items on our wish list.	✓ Order and install gardening shed ✓ Order and install loose parts play storage shed. ✓ Plant native trees (autumn 2026) ✓ Plant orchard (Nov - March)	<i>"It's really exciting to know exactly what we are fundraising for and good to hear the children speak so positively about working towards a long-term goal."</i> Parent Council Member

3. Throughout the session we have built working partnerships with local like-minded folk. This has enabled us to generate ideas and support from local stake holders. We've been able to plant eight Japanese Cherry Trees, host a whole school sustainable lunch with all of the produce coming from the farms surrounding the school. Plan farm visits. Work alongside side RHET to support high quality learning and teaching. Learn about food miles and sustainable food choices.	✓ Continue to develop working relationships and partnerships with local stake holders – building on solid foundations. ✓ Plan visit to local mart.	<i>"I love our playground; there are lots of projects to think about and keep us busy" P6 pupil.</i> <i>"It is exciting to think about what we can plant and make or bake next year" P7 pupil.</i>
4. All of our P6/7 pupils have completed and passed their Bike Ability level 1 & 2 award.	✓ Plan opportunities for pupils to further develop their confidence on bikes in the local community to promote a safe and sustainable habits.	<i>"We would like to go places as a class on our bikes" P7 pupil.</i> <i>"It's good to know how to ride bikes properly and to understand the rules of the road." P7 pupil.</i>
Impact This improvement programme has enabled all stakeholders to be involved in a meaningful and purposeful way. It has generated a very positive buzz and drive within the staff team, pupils and wider school community. This improvement journey has united all stakeholder. This improvement journey, although only its infancy, will have a lasting impact for years to come.		

School Priority 3: Digital Learning → Feis Rois Development Project

School Improvement Plan Priority 3

Summary of progress and impact	Next steps	Stakeholder Views
Our third SIP priority changed throughout the academic year. We started the year hoping to become a digital school; however, an opportunity arose to work with Feis Rois on an 18 – 24-month development programme. After consultation with the staff team, we opted to update our SIP mid-session: ✓ Working in partnership with Feis Rois we have worked to support the delivery of effective arts-based teaching and learning opportunities in the primary classroom, and to embed learning through the arts in the curriculum. ✓ We have seen a positive change in attitudes towards music and the arts; children are much more willing to give things a go. ✓ Music has supported children to regulate and focus. ✓ 3/4 class teachers have taken up a new instrument. ✓ Music has enhanced our community offerings and engagement.		

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Examples: 1. Class teachers have worked 1:1 with a music specialist to plan how they can incorporate and teach music through their IDL topics. Following this 1:1 planning session the class teacher and music specialist co-teach this new concept the following week.	✓ Continue to embed this practise into the 2026/26 academic session.	<i>“The CPD opportunities offered by Feis Rois have been some of the best professional learning I have ever engaged with as a class teacher” Class Teacher.</i> <i>“We have learned about music from different parts of Europe, we have learned about how music can make us feel, we have learned about how music changes over time. We have also learned about different types of Scottish music e.g. reel, jig, waltz. P7 Pupil.</i>
2. At the beginning of this project children were very reluctant to give things a go for a fear of failure. Singing in assemblies was very poor. Children demonstrated very low confidence when it came to music and expressing themselves. Six months on and all children are motivated and confident to sing together. All children have had opportunities to play and practise our tuned percussion. This is now out and available to play at any time, it no longer lives locked in a cupboard. More children are keen to take up formal music lessons. Children have requested to learn to play the chanter/bagpipes.	✓ Continue to plan for opportunities for children to showcase their music learning. ✓ Seek piping instructor through High Life Highland. ✓ Continue to build confidence singing as classes / whole school community.	<i>“It’s nice to hear the children experimenting with music, they are all very respectful and reflective as they try to develop a new tune” PSA</i> <i>“It’s fantastic to see the children’s confidence grow through collective singing, it helps everyone to feel good.” Class Teacher</i>
3. All class teachers have started to use music to support with transitions or periods of focussed work. Within out P3-5 class we have observed a significant improvement	✓ Continue to embed the use of music within everyday classroom practise. ✓ Explorer the use of music in other parts of the school e.g. the open area.	<i>“I know when Mrs E. plays the music its time to be calm it helps be relax and feel safe” P3 Pupil.</i>

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in regulation supported by calming music. Within P6/7 children highly rate background music when writing or completing art project where deep focus is required.		
4. 3 out of 4 class teachers have taken up the invitation to learn to play a musical instrument. Already, one class teacher has played their ukulele at assembly accompanying their class who were singing to the school. Class Teachers modelling that they are also learning has encouraged children to feel that they can be learners too.	✓ Continue to support and encourage class teachers and pupils to learn new instruments	No quotes or comments gathered from stakeholders.
Impact		
Overall, staff and pupils are highly motivated and inspired by this school improvement journey. It has enabled us to build partnerships with other expressive arts experts, explore and develop our own musical talents. Staff feel empowered to develop their creative classroom practices. Staff have developed a greater understanding of theory to support learning through and with music. Some children have started to identify themselves as 'musicians.'		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

This session our Pupil Equity Fund (PEF) was used to support raising attainment and removing barriers from learning. Our very modest PEF allowance enabled us to employ a pupil support assistant solely to deliver carefully planned, bespoke interventions to help support children with literacy difficulties, numeracy difficulties or sometimes both. Over the course of the academy year 45% of pupils received 12 or more 1:1 sessions supporting with literacy, numeracy or both.

This session we saw a significant rise in our attainment, partly due to the positive impact of the support provided through out PEF. Almost all children achieved the expected level within reading, writing and numeracy.

Wider achievements

Coileanaidhean nas fharsainghe

Some of our wider achievements this session include:

- Our ELC received very positive feedback following their Care Inspector unannounced inspection:
 - 1.1 Nurturing care and support – 5 (very good)
 - 1.3 Play and learning – 4 (good)
 - 2.2 How good is your setting - 5 (very good)
 - 3.1 How good is your leadership - 5 (very good)
 - 4.3 How good is your staff team - 5 (very good)
- Achieving our Gold School Sports Award
- Our senior girls team winning The Ross-Shire girls Cross Country competition
- P1-4 pupils coming first in their section at The Baillie Cup
- Running our very first P6 residential trip to Edinburgh, this was a very positive experience for all
- Continuing to build strong wider community partnerships through community Burns Lunches, Soup Lunches and our Summer Fayre
- P6 participated in the Euro Quiz for the first time this session. P7 continued to attend The Rotary Quiz
- We are very fortunate to have an extremely supportive and proactive parent council
- Hockey, football and athletics coaching available to pupils through parent/carers run after school clubs
- Our Cross Country team attended all the running series, come rain or shine demonstrating outstanding teamwork, ambition, grit and resilience

Comments from learners, families, stakeholders and staff

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

Parents:

At Resolis Primary School we conduct an annual parent/carer survey. From the 36 families that attend Resolis Primary School, 10 family members completed the survey, a 27% return. All respondents indicated that they '*strongly agreed or agreed*' that their child was happy attending Resolis Primary School, their child felt safe, that staff knew their child individually and that they could approach the school with confidence should they have any worries or concerns. Almost all respondents (90%) shared that they felt their child/children were being challenged appropriately, that their additional support needs were being well supported and that bullying was dealt with swiftly and appropriately. 10% (1 respondent) stated that they were unsure to these questions.

Pupils:

At Resolis Primary School we conduct an annual pupil survey. We ask children a wide range of questions to gather their views and opinions to help inform how we further improve our primary school. This session 46 /48 pupils within P1-7 completed the survey, a return of 95.8%. When asked: '*Do you like being at Resolis Primary School?*' 39.1% '*strongly agreed*' with this statement and 43.5% '*agreed*' with this statement. A combined positive response of 82.6%. 6.5% (3 respondents) disagreed and 13% (6 respondents) stated they did not know.

All respondents selected '*strongly agree*' or '*agree*' when asked if they felt that staff knew them well as individuals.

When asked: '*I find my learning activities challenging enough*' 19.6% stated they '*strongly agreed*,' while 71.7% said that they '*agreed*' with the statement. 4.3% (2 respondents) disagreed and 6.5% (3 respondents) stated that they did not know.

When asked: '*I get the support I need to do well*' 30.4% of respondents stated that they '*strongly agreed*' and 63% shared that they '*agreed*' with this statement. 6.5% (3 respondents) stated that they did not know.

Staff:

All staff spoke positively about the significant progress made this academy session. Some direct quotes from staff include:

"I have loved this year, I love my class far more than I could have possibly imagined, this year has far exceeded my expectations. I am looking forward to next session and continuing the improvement journey."

"I enjoy working at Resolis Primary School as everyone is united as a solid team, striving to do their best for the kids. There are lots of great opportunities and experiences on offer and I feel well supported when problems arise."

"It has been an absolute privilege to join Resolis Primary School. Coming from a private setting, it has been transformational to my practise. Everyone has been so kind and encouraging. Although I have not been here for long, I feel like part of the family."

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	Good
QI 3.1 Wellbeing, equality and inclusion	Very good	Very 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. Learning, Teaching, Assessment and Curriculum Development
2. Environment – Circle Framework to support personalised support and inclusion
3. Creativity and Partnerships, continuing to develop Feis Rois project and Outdoor learning provision.

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 on 01381 622 600, e-mail: Resolis.primary@highland.gov.uk